DOCUMENT RESUME

ED 216 265 CG 015 879

AUTHOR Ekstrom, Ruth B.
TITLE Project HAVE Skills: A Program to Help Women Find Jobs Using Homemaking and Volunteer Experience Skills. Women's Workbook.
INSTITUTION Educational Testing Service, Princeton, N.J.
SPONS AGENCY Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE 81
NOTE 264p.; For related documents, see CG 015 880-881.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adults; Career Change; Employed Women; *Employment Qualifications; *Females; Homemakers; Job Applicants; *Job Search Methods; *Job Skills; *Reentry Workers; *Skill Development; Volunteers

ABSTRACT

This Women's Workbook is part of the HAVE (Homemaking and Volunteer Experience) Skills materials designed to help women identify the job-relevant skills they have learned as homemakers and volunteers and to match those skills with paid jobs. In addition to helping women who are entering paid work after spending time as homemakers or volunteers, this workbook and the accompanying counselor's and employer's guides, can be used to help working women use their unpaid work skills for job changes or advancements. The introductory chapter briefly explains Project HAVE Skills and lists the 10 steps to finding a job involved in the HAVE Skills approach. Chapter Two contains an overview and discussion of questions asked by women returning to the work force. The third chapter provides the user with strategies for reviewing personal experiences. The next three chapters focus on skill identification, match identified skills to work areas and to jobs, and discuss methods of job exploration. The final chapter helps the user to develop a job search plan. A list of references is followed by appendices containing other HAVE Skills supplemental materials. Sample worksheets are also provided throughout the workbook to help the user relate personal experiences and skills to the job search process. (NRB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

HARD COPY NOT AVAILABLE

PROJECT HAVE SKILLS

A Program to Help Women Find Jobs Using Homemaking and Volunteer Experience Skills

WOMEN'S WORKBOOK

Ruth B. Ekstrom
Educational Testing Service
Princeton, New Jersey

1981

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Ruth B. Ekstrom
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CG 015879

Discrimination Prohibited: No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving federal assistance.

The activity which is the subject of this report was produced under a grant from the U.S. Education Department, under the auspices of the Women's Educational Equity Act. Opinions expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement should be inferred.

ACKNOWLEDGEMENTS

Many individuals have had a part in the development of the Project HAVE Skills materials. The project staff wishes to thank:

- the women who responded to the survey about homemaking and volunteer work;
- the employers and personnel specialists who responded to the questionnaire about the job-relevance of skills learned in homemaking and volunteer work;
- the counselors who reviewed our first attempt at producing the HAVE Skills Job Chart; and
- the women, counselors, employers, and personnel specialists who helped us by reviewing and field-testing these materials.

We also wish to acknowledge the substantial contributions made to the development of these materials by the members of the Project HAVE Skills Advisory Committee: Winifred Borden, Laura Lee Geraghty, Alex Kassel, Vicki Kramer, Herta Loeser, Lourdes Miranda-King, Joseph Quaranta, Gloria Scott, Tish Sommers, and Marilyn Wiener.

Ruth Sugerman, an intern from Creative Alternatives for Women, Jenkintown, Pennsylvania, was especially helpful in assisting with the final revisions of these materials and drafting portions of the Counselor's Guide.

Finally, we wish to thank Doris Shakin of the Women's Program Staff for her assistance as project officer.

Ruth B. Ekstrom
Gita Wilder
Frieda M. Hardy
S. Irene Smith

TABLE OF CONTENTS

Page

Acknowledgements iii

CHAPTER 1 - INTRODUCTION 1
  What Is Project HAVE Skills? 2
  Plan of This Workbook 2
  The HAVE Skills Job-Finding Map 3

CHAPTER 2 - QUESTIONS ASKED BY WOMEN RETURNING TO PAID WORK 5
  How Can I Tell if I Have Job-Relevant Skills? 5
  How Can Homemaking and Volunteer Work Help Me in Finding a Job? 6
  How Can I Avoid Low Paying, Dead-End Jobs? 6

CHAPTER 3 - REVIEWING YOUR EXPERIENCE 9
  Typical Homemaking Experiences 9
  Kinds of Volunteer Experiences 9
  Selecting Volunteer Work to Learn New Skills 18
  Grouping Related Experiences 21

CHAPTER 4 - IDENTIFYING YOUR SKILLS 25

CHAPTER 5 - MATCHING YOUR SKILLS TO JOBS 33
  Development of the HAVE Skills Chart and Tables 33
  What Are Work Groups? 33
  Why Are Work Groups Necessary? 33
  Use of the Work Groups Chart and Table 34
  The Project HAVE Skills Work Groups Chart 35
  Investigating Work Groups 40
  Use of the Job Exploration Table 40

CHAPTER 6 - LEARNING ABOUT JOBS 47
  Reviewing Your Needs and Values 47
  Learning about Jobs 53
  Decision-Making 85
  Educational Information Centers 85
  College Credit for Your Experience 86

CHAPTER 7 - YOUR JOB SEARCH 87
  Finding Where the Jobs Are 87
  Preparing Your Resume 101
  Covering Letters. 106
  Interviews 107

BOOKS, BOOKS, AND MORE BOOKS 113

APPENDICES 115

  Appendix A - "I Can" Lists 117
  Appendix B - Work Group Descriptions 197
  Appendix C - The HAVE Skills Work Groups Table 221
  Appendix D - The HAVE Skills Job Exploration Table 235

TABLE OF WORK SHEETS

Pages

WORK SHEET #1 - My Homemaking, Community Service, Volunteer Work and Other Learning Experiences 14-17

WORK SHEET #2 - Groups of Related Experiences 22-23

WORK SHEET #3 - Things "I Can" Do 27-31

WORK SHEET #4 - Work Groups and Subgroups to Investigate 37-38

WORK SHEET #5 - Jobs to Explore 42-45

WORK SHEET #6 - My Job Needs and Values 49-52

WORK SHEET #7 - Job Information 57-80

WORK SHEET #8 - Job Finding Sources 90-94

WORK SHEET #9 - Job Search Plans 95-99

CHAPTER 1

INTRODUCTION

The main purpose of this workbook is to help women who are entering or returning to paid work after spending a period of time as homemakers and volunteers. However, this book can also help women, currently in the labor force, who are thinking about changing jobs.

We know that women learn a great deal from their unpaid work in the home and the community. This workbook will help women identify the job-relevant skills they have learned as homemakers and volunteers and match these skills with those in paid jobs.

Our society is becoming increasingly aware of the need to remove artificial barriers to the employment of women in order to achieve equality of opportunity. A leaflet on Equal Employment Opportunity published by the United States Civil Service Commission says:

> Many state and local governments do not permit consideration of volunteer or other unpaid work when they evaluate the experience of applicants for employment. This policy impacts adversely on minorities and women. Minorities and women have been excluded from jobs which might give the experience necessary to qualify for better jobs. In addition, women more than any other group of employees interrupt their careers for a period of time to assume the responsibilities of having children and raising them. Nevertheless, they have engaged in productive volunteer activity from which they have developed knowledges and skills. This experience enhances their value as prospective employees and ought to be recognized.

Employers are increasingly using volunteer work and other unpaid work experience as a way of "screening in" rather than "screening out" employees, according to an article in Business Week (May 21, 1979). This article describes how several women used volunteer work experience to enter paid jobs.

- Barbara Sudler drew on the administrative experience she gained from homemaking and volunteer work to become the director of Historic Denver, Inc.

- Elizabeth Mohr used her 16 years of volunteer experience, including four years volunteering with the Atlanta Public Library, to get a job at the library as a public information officer.

- Patricia Bashaw combined her paid work experience as a teacher and her volunteer work skills to become an industrial relations representative for Memorex in California, where she runs training and management development programs.

In testimony before the U.S. House of Representatives, Judy Hybels described her research about adult women currently holding paid jobs. She reported that 44 percent of the women in jobs involving public relations work said that they developed their job skills partly or totally through volunteer work experience, as did 39 percent of women in management jobs, 28 percent in counseling, 25 percent in teaching, 23 percent in bookkeeping, 22 percent in clerical work, and 20 percent in research and writing.

Our experience with women like those described above led to the development of Project HAVE Skills.

What Is Project HAVE Skills? HAVE Skills stands for Homemaking And Volunteer Experience Skills. One major activity has been to conduct a survey of the kinds of skills women develop as homemakers, parents, community activists, and volunteers. These skills are included in the "I Can" lists. A survey of employers was also made to find out what paid jobs use these skills. On the basis of this and other information, the HAVE Skills Chart and Tables were developed. The purpose of the chart and tables is to help women, counselors, and employers relate homemaking and volunteer skills to paid jobs. This workbook, a counselor's guide and an employer's guide are the final products of the project.

HAVE Skills was supported by a grant from the Women's Educational Equity Act Program. This government program supports the development and dissemination of a wide variety of materials which will further educational equity for women, including materials to increase opportunities for adult women.

Plan of This Workbook. The remainder of this workbook is divided into six chapters. The second chapter contains an overview and discussion of some questions asked by women returning to paid work. The third chapter provides you with working space to review your own experiences. The fourth chapter helps you identify your skills. In the fifth chapter you will match your skills to work areas and to jobs. The next chapter will help you learn more about the jobs you have chosen. The final chapter will help you develop your own job search plan.

The HAVE Skills approach to finding a job has ten steps (see The HAVE Skills Job-Finding Map). These steps are:

1. Review your experiences. List the things you have done on Work Sheet #1.
2. Group related experiences. Put together experiences that are similar. List them on Work Sheet #2.
3. Identify the skills that you used or learned in these experiences. The "I Can" lists will help you do this. Make your own "I Can" lists on Work Sheet #3.
4. Use the HAVE Skills Work Groups Chart and Table to find areas of work that use your skills. List these work groups on Work Sheet #4.

5. Use the HAVE Skills Job Exploration Table and other materials to identify possible jobs in these work areas. List these jobs on Work Sheet #5.

6. Identify your job needs and values. List these on Work Sheet #6.

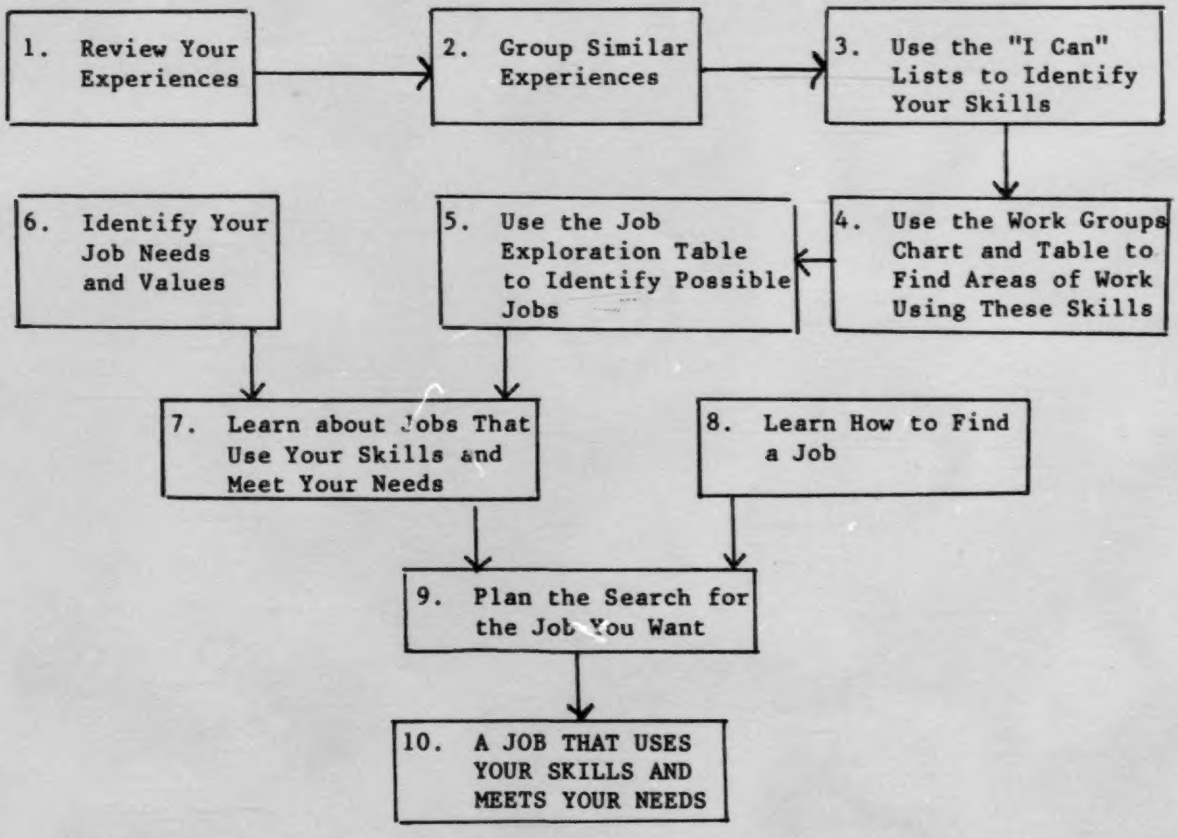
7. Learn about the jobs you listed on Work Sheet #5. Write what you learn on Work Sheet #7. Decide which jobs meet your needs and values.

8. Learn about how to find a job. Put this job-finding information on Work Sheet #8.

9. Plan your job search. Keep a record of your search on Work Sheet #9.

10. Get the job that uses your skills and meets your needs.

THE HAVE SKILLS JOB-FINDING MAP


1. Review Your Experiences
2. Group Similar Experiences
3. Use the "I Can" Lists to Identify Your Skills
4. Use the Work Groups Chart and Table to Find Areas of Work Using These Skills
5. Use the Job Exploration Table to Identify Possible Jobs
6. Identify Your Job Needs and Values
7. Learn about Jobs That Use Your Skills and Meet Your Needs
8. Learn How to Find a Job
9. Plan the Search for the Job You Want
10. A JOB THAT USES YOUR SKILLS AND MEETS YOUR NEEDS

CHAPTER 2

QUESTIONS ASKED BY WOMEN RETURNING TO PAID WORK

Today over half of all adult women are in the paid work force. Many women, however, have not had the continuous work experience that is common for men. For example, women often stay at home when their children are young and return to paid work when their children are older or if changes in family circumstances require them to obtain paid work.

Many women, not presently in the work force, need or want to find a paid job. Whether these women are reentering paid work after a period of absence or entering such work for the first time, certain questions seem to arise during their job search. Some of these questions are:

How Can I Tell if I Have Job-Relevant Skills? Sometimes women feel that, because they have been homemakers, mothers, community organizers, and volunteer workers, they do not have skills that are useful in paid jobs. This is not true.

A study of adult women in Project Second Start in Brooklyn, New York, found that they had developed a variety of job-relevant skills from their unpaid work.

These included:

- organizational, managerial and leadership abilities acquired through experiences in community planning and politics, and from belonging to tenants' rights, women's rights, and religious groups;
- technical and professional skills, such as accounting, editing, researching, and translating;
- recreational and cultural skills acquired through experience in the theater, arts and crafts, music, dance, painting and decorating; and
- skills in health, education and welfare from working with children, youth groups, and the aged either in the home or child care facilities, counseling centers, and hospitals.

When you think about your experience, be sure to include all the kinds of unpaid work you have done in your home, your neighborhood, and in your community as well as in volunteer organizations. This unpaid work can include many different things. You may have held an unpaid elected or appointed position in your community, such as serving on a school board, city council, library board, Tribal Council, or Migrant Council Board. You may be an unpaid officer in a union or business group. You may have organized or worked in a civil rights, tenants' rights, or welfare rights group. You may have taught people in your church group or done quantity cooking for a bake sale or supper. Or, you may have lobbied for new or changed laws.

Even if you have not done any of the things described above, you probably have done some other kinds of unpaid work. This workbook will help you think about your own skills and experiences. You will discover that some of the things you can do are things done by many other women. You will also find that you can do things that very few other women can do. All of your skills are important and should be considered as you prepare to find a paid job.

How Can Homemaking and Volunteer Work Help Me in Finding a Job? Unpaid work experience can help you in two important ways: (1) it can give you the chance to try out several possible careers before you make the final choice about a paid job, and (2) it can give you the chance to learn new skills that can be used when you enter paid employment or change jobs. By analyzing the skills you already have learned from your homemaking, community service, and volunteer work, you can learn more about your own interests and abilities. By learning about the paid jobs that involve these skills, you can make better decisions about your future.

Reviewing your experience and identifying your skills will help you to consider many different kinds of jobs, including some that you may never have thought about. Most people know about a few jobs that they have seen done by their friends or members of their families. They have little or no idea about what kinds of skills are required in other jobs.

Additionally, adult women who held paid jobs earlier in their lives sometimes feel that the only kinds of paid jobs they can return to are the same kinds of jobs they had when they were younger. These women forget that they have changed in their years as homemakers and that they learned new skills and developed new interests. They also often fail to see that these new skills and interests may be job related.

How Can I Avoid Low Paying, Dead-End Jobs? Working women tend to be concentrated in a very few traditionally female jobs, such as office worker, waitress, and sales clerk. According to the U.S. Department of Labor, over one-third of all working women are employed in clerical work; about two-thirds of all working women are in clerical work, service or sales jobs; relatively few women are employed in administrative jobs, construction work or scientific and technical jobs. However, many of the jobs with the highest salaries and best future prospects are in areas in which few women are now working.

Here are the estimated average 1985 salaries (projected by the United States Department of Labor) for occupations which are mostly female:

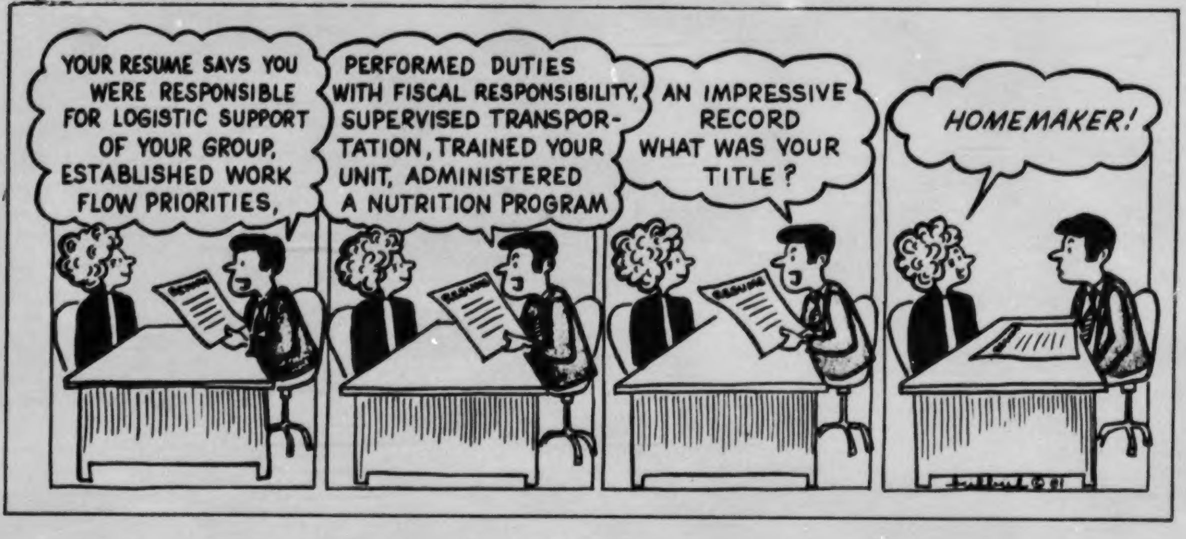
Bookkeepers	$ 9,600
Registered Nurses	11,970
Retail Sales Clerks	9,480
Secretaries	10,100
Typists	8,890

Compare those salaries with the estimated average 1985 salaries for some occupations that have been mostly male:

Auto Mechanics	$ 13,270
Deliverymen	12,720
Managers (Nonfinancial)	26,040
Truck Drivers	16,160
Wholesale Sales Representatives	21,030

Through their work with community and volunteer groups, many women have learned the kinds of interpersonal and managerial skills that are needed in supervisory and administrative jobs; however, they may lack the technical skills that are required in order to start up the job ladder to an administrative position. The best solution in such situations is to identify ways you can learn these technical skills. One way might be to obtain vocational education in a local community or junior college, a technical institute, or another similar educational institution. Another way would be to find an unpaid internship or paid "trainee" job that will give you on-the-job training in these technical skills. It is important to think about the kind of job you want eventually and to plan how to get there rather than taking a dead-end job.

Women now working but who wish to change jobs can use a similar approach. Review skills that you have learned from both your paid and unpaid work. Then match these with the requirements for the job you would like to get. Colleges in your area can help you learn new skills to "fill in the gaps." They may also be able to help you receive credit for the things you have already learned.


YOUR RESUME SAYS YOU WERE RESPONSIBLE FOR LOGISTIC SUPPORT OF YOUR GROUP, ESTABLISHED WORK FLOW PRIORITIES,
PERFORMED DUTIES WITH FISCAL RESPONSIBILITY, SUPERVISED TRANSPORTATION, TRAINED YOUR UNIT, ADMINISTERED A NUTRITION PROGRAM
AN IMPRESSIVE RECORD WHAT WAS YOUR TITLE?
HOMEMAKER!
RESUME

CHAPTER 3

REVIEWING YOUR EXPERIENCE

The first step in identifying your experience is to think back over all the things you have done: your homemaking activities, the things you have done as a parent, your volunteer work and community service, as well as your education and any paid work you have done.

As you think about your homemaking, community service, and volunteer work, it may help you to make a list. Start with the things that you are doing now, then the things that you did last year, then the year before that, and so on. Work Sheet #1 on pages 14 to 17 will help you.

If writing down all your experiences seems like a big chore, try this instead:

Use the list of typical homemaking experiences (below) and the list of kinds of volunteer experiences (pages 10-13) to help you. Put a check (✓) beside each thing that you have done. Put a star (*) beside the things that you did especially well, enjoyed doing, or would like to do in a paid job. List the things with both a check and a star on Work Sheet #1 or on a separate piece of paper.

Typical Homemaking Experiences. What are some of the kinds of homemaking experiences that other women have listed?

An analysis of over 800 tasks done by more than 200 Colorado homemakers resulted in the following list of common activities:

- Managing money.
- Caring for and improving self.
- Meeting nutritional needs.
- Providing for family health and safety.
- Providing for housing.
- Providing and caring for clothing and textile products.
- Managing time.
- Cleaning and maintaining the home.
- Providing for transportation.
- Planning social events and entertaining.
- Maintaining yard and garden.
- Caring for pets.

If any of these activities are things that you have done but that you forgot to put on your list, go back and add them to your list now. If they have reminded you of other things that you have done but that are not on your list, add these other things as well.

Kinds of Volunteer Experiences. What are some of the kinds of volunteer work that people do? The list, beginning on the next page, describes different kinds of volunteer activities. Don't let the length of this list bother you; most people have done only a few of the things listed.

Some Types of Volunteer Work Experience

Administration and Organization

Recruiting and selecting volunteer workers.
Training others to work in volunteer programs.
Organizing volunteer bureaus.
Coordinating volunteers.
Supervising other volunteer workers.
Directing, controlling and planning the activities of other volunteers.
Holding office in an organization.
Managing projects.
Chairing committees.
Planning future volunteer/organization programs/activities.
Being responsible for financial planning or management.
Doing typing, filing and office work for a volunteer group.

Civic Affairs and Civil Rights

Registering voters.
Proposing legislation.
Lobbying for new or changed laws.
Studying local/public issues.
Encouraging voter interest in government.
Informing the public about political candidates, parties or processes.
Investigating and correcting age, race, or sex discrimination.
Developing interracial or ethnic programs.

Communications/Public Relations

Speaking before groups.
Obtaining and scheduling speakers/programs.
Writing or editing a newsletter.
Writing press releases, radio/TV scripts.
Contacting local news media, placing material in local news media.
Creating advertisements and other promotional material.
Writing or designing posters and brochures.
Planning and writing public information/educational materials.
Translating, interpreting.
Distributing printed materials.
Promoting programs and projects.

Community Service

Serving on government advisory bodies.
Serving on appointed boards and committees.
Organizing self-help groups.
Organizing groups and planning citizen action.
Participating in community improvement projects.
Holding elective office.
Organizing coalitions of/cooperation among community groups and organizations.

Consumer Service

Helping people learn how to budget and use credit.
Setting up and operating cooperatives and buying groups.
Helping people learn how to evaluate products and services.
Helping people learn how to buy wisely and to shop for the best values.
Investigating consumer complaints.

Counseling

Referring others to sources of assistance or information.
Individual counseling of a child, adolescent or adult.
Operating a telephone "hot line" for crisis assistance or advice.
Working with self-help or self-improvement groups.
Group counseling of children, adolescents, or adults.

Cultural Activities

Teaching art, music, dance, etc.
Performing as an actor, dancer or musician.
Setting up theatrical and musical programs.
Promoting cultural events.
Bringing theater, art and music to schools and neighborhood groups.
Acting as a guide or lecturer in a museum or art gallery.
Handling ticket sales or audience development for cultural activities.
Caring for (conserving) art or other museum items.

Education

Teaching groups of children or adults.
Individual tutoring of a child or adult.
Improving literacy.
Teaching English as a second language.
Identifying talented students.
Providing books and other educational material.
Keeping children in school and returning dropouts.
Providing scholarships.
Improving library services.
Serving as a teacher aide or class administration aide.
Providing educational advice and counseling.
Advising or helping with educational programs for special populations.
Advising on financial aid.
Serving as a special skill advisor.

Employment

Finding or developing jobs.
Counseling on careers or jobs.
Operating job placement services.
Providing job orientation.
Providing skill training.
Managing career fairs.
Providing arbitration/conciliation/mediation services.

Entrepreneurship

Assisting people to set up their own businesses.
Providing business advice and consulting.
Providing management training.
Providing financial assistance for new businesses.
Selecting, pricing, and selling items.
Providing and selling a service.
Operating a volunteer organization shop.
Organizing a sale or auction.

Environment

- Operating a recycling program.
- Making an environmental impact analysis.
- Enforcing antipollution codes.
- Working on cleanup or sanitation projects.
- Serving as a pesticide or safety advisor.
- Restoring land.
- Monitoring environmental quality and conditions.
- Advising on energy conservation.
- Creating playgrounds and parks.

Family and Youth Services

- Serving as a big sister, a big brother.
- Operating day-care programs.
- Organizing or working in cooperative nursery schools.
- Providing foster care.
- Leading youth groups.

Fund Raising

- Developing or coordinating fund raising.
- Doing door-to-door or telephone fund raising.
- Investigating potential sources of financial support.
- Preparing fund-raising proposals.

Health and Mental Health

- Working as a hospital technical aide.
- Working as a first aid or rescue squad member.
- Working with physically handicapped.
- Working with mentally ill or emotionally disturbed.
- Assisting those with drug or alcohol problems.
- Visiting the ill in hospitals or nursing homes.
- Working as a rehabilitation technician or aide.
- Working as a home health care aide.
- Educating others in health care and maintenance.

Housing

- Improving or repairing run-down housing.
- Relocating people.
- Investigating fair housing opportunities.
- Negotiating between tenants and landlords.
- Working as a fire and safety inspector.
- Aiding in cleanups.
- Working as a neighborhood guard or monitor.
- Being a pest control worker.

Legal Rights and Crime Prevention

- Working as a probation aide.
- Improving police community relations.
- Working in prisoner rehabilitation programs.
- Working in juvenile delinquency prevention programs.

Nutrition

Providing meals on wheels.
Feeding helpers for the ill or handicapped.
Working as a nutrition advisor.
Providing school lunch programs.
Preparing and/or distributing emergency food.

Recreation

Providing play activities.
Coaching sports.
Teaching arts and crafts.
Developing community recreation programs.
Providing vacations and parties for children, aged, handicapped, etc.

Social Support Services

Serving as a companion to shut-ins.
Working as an eligibility and assistance advisor.
Working as a shopping assistance helper.
Working as a reader and form filler.
Serving as a representative payee or guardian.

Transportation

Chauffeuring.
Operating a driver education program.
Operating driver safety and training programs.
Providing bus, train, plane, and station information and assistance.
Serving as a bus or van driver.
Arranging car pools.
Improving route and street signs.
Providing information and service assistance for travelers.

Do any of these remind you of volunteer work that you have done? If so, go back and add these things to your list.

WORK SHEET #1

My Homemaking, Community Service, Volunteer Work and Other Learning Experiences

This year: ____________________

Last year: ____________________

WORK SHEET #1
(continued)

Year before that: ______________________________

Before that: ______________________________

Before that: ______________________________

WORK SHEET #1
(continued)

Before that:

Before that:

Before that:

WORK SHEET #1
(continued)

Before that: ____

____

____

____

____

____

____

____

Before that: ____

____

____

____

____

____

____

____

Before that: ____

____

____

____

____

____

____

(Use blank paper if you need more space.)

Selecting Volunteer Work to Learn New Skills. Volunteer work is a good way to learn new skills, too. You may be able to find a volunteer job where you can learn the skills you will need to enter the paid job you want. Many communities have volunteer bureaus which you can telephone to find out about volunteer work opportunities. Here are some of the volunteer jobs listed recently by one such bureau:

Communications

- Radio-TV Production Assistant, Media Project
- Ad Assistant for Media Sales, Arts Publication
- Broadcast Telethon Coordinator, TV/Radio Station
- Assistant to Advertising Manager, Arts Newspaper
- Researcher for News Program, Public TV Station

Science

- Bird-Banding Project Aides, Museum
- Marine Biology Aides, Aquarium
- Botanical Collection Coordinator, Horticultural Organization
- Assistant to Rare-Plant Scientist, Botanical Organization
- Physical Therapy Assistant, Hospital

Urban Affairs

- Planning/Development Assistant, Resource Center
- Urban Information Assistant, Community Outreach Project
- Assistant for Circulation/Marketing, Urban Planning Journal
- Probation Aide for Juveniles, Government Agency
- Investigator for Crime Victims, Compensation Agency

The Story of Marie. Now, let's look at what another woman has written about her homemaking and volunteer experience.

> Marie Smith is 45 years old. She has three children, a boy 22, a girl 19, and a boy 15. Her husband died two months ago. Marie worked in a department store for two years after she graduated from high school. She stopped working when she got married. She has done some part-time work as a waitress during the last five years to meet family medical and educational expenses.

Marie's story will be used throughout this workbook as an example. The next two pages are from her first work sheet.

Here is some of what Marie wrote:

This year: I reorganized my family budget twice - first to deal with the cost of my husband's illness, next with the loss of income after his death. I learned how to investigate loans, to compare insurance policies, and about money available from Social Security and Medicaid. I took care of my husband at home for 4 months under the direction of the Visiting Nurse. I learned how to give shots. I did the regular cooking and cleaning to take care of my family and run the house. I did fund raising in our neighborhood for the hospital building program.

Last year: I spent a lot of time helping my kids. I talked with my daughter about what she can do when she finishes high school. We read about different kinds of colleges and about job training programs that some businesses have. We talked with the high school guidance counselor and the career counselor at the Y. I spent two hours every day working with my youngest because of his learning disability. I showed him how to use the methods I was taught in my college course. His homework got better and his marks improved. I was made manager of the hospital gift shop. As manager, I learned how to select items to be sold and how to price the merchandise. I kept the books for the gift shop. I scheduled the other volunteers and helped them learn what to do.

Year before that: My youngest had a lot of trouble in school that the psychologist said was because of a learning disability. She referred me to a non-credit course at our community college for parents of kids with learning problems. I learned how to help my son. I worked two afternoons a week at the hospital gift shop. I started by just waiting on customers. Later I learned how to do the bookkeeping. I ran a bake sale for the high school Parent-Teacher Organization. This involved getting contributions of food and recruiting workers. I also wrote ads about the sale and made posters. I kept a record of how much money was raised.

Grouping Related Experiences. The next step is to put your experiences into groups that are related. For example, you may have coped with the family budget, done bookkeeping and tax returns for the hospital gift shop, served as treasurer of your Parent-Teacher Organization, and maintained sales records for the Girl Scout cookie sale. These activities all involve financial management.

When you group your activities, think about what you did, not the organization or setting in which you did the work. For example, you might also have written a newspaper article about the Girl Scout cookie sale and edited a newsletter for the Parent-Teacher Organization. Both of these activities involve communications; they should be grouped together; they should not be included with your financial skills. You should not group experiences such as "things I did for the Girl Scouts" or "things I did for the hospital."

Here is a list of some of the groups that other women have used:

Administering
Advising
Advocating
Animal Care
Arts and Crafts
Building
Buying
Child Care
Communicating
Compiling
Computing
Constructing
Cooking
Coordinating
Counseling
Creating
Decorating
Delegating
Demonstrating
Designing
Developing
Directing
Evaluating
Financial Management
Fund Raising
Growing
Instructing
Interpreting
Investigating
Leading
Maintaining
Making
Managing
Negotiating
Nursing
Ordering
Organizing
Performing
Planning
Publicizing
Purchasing
Referring
Repairing
Researching
Scheduling
Selling
Supervising
Surveying
Teaching
Training
Writing

Now you are ready to make your own groups by combining your various homemaking and volunteer work experiences. Use the next work sheet. Remember that the groups should be made up of experiences that involve similar activities. Your groups probably will not be the same as anyone else's; they do not have to be.

Next think about how you feel about these groups of related experiences. Which ones did you enjoy most? Which do you feel you did best? Which did other people praise you for doing well? Which are the kinds of things you would like to do in a paid job or, if you are already working, in a different job? Put a star (*) beside these groups.

WORK SHEET #2

Groups of Related Experiences

Experiences **Involved**

Experiences **Involved**

Experiences **Involved**

Experiences **Involved**

WORK SHEET #2
(continued)

Experiences	Involved

Experiences	Involved

Experiences	Involved

Experiences	Involved

Here is a part of what Marie wrote when she made her experience groups:

Experiences	Involved
Reorganized family budget	Financial Management
Bookkeeping for gift shop	
Pricing for gift shop	
Sale records for bake sale	

Experiences	Involved
Ran bake sale	Selling & Fund Raising
Selling in gift shop	
Managing gift shop	
Fund raising for hospital	

Experiences	Involved
Course in helping learning disabled	Teaching & Counseling
Helping my son with his problem	
Exploring careers with my daughter	

Experiences	Involved
Care of ill husband	Nursing & Child Care
Care of my kids when they were little	

CHAPTER 4

IDENTIFYING YOUR SKILLS

Now you are ready to make a list of the skills you have learned and the things you are able to do as a result of your homemaking and volunteer work experiences.

To help you do this, we have prepared what we call "I Can" lists. These lists are in Appendix A. Take time now to read through these lists. The "I Can" lists describe some of the skills of other women who have homemaking and volunteer work experience in these areas. Remember when you read through each list that you should not expect to be able to do all these things. Some people will have only a few, while others may have many of the skills on any "I Can" list. No one person is exactly like any other. Your list of skills will be different from these. You may have additional skills that other women have not mentioned.

After you have read through these "I Can" lists, you are ready to write your own set of lists. Start by making lists for the groups of related skills that you especially enjoy or are good at doing. These are the groups you marked with a star (*) on Work Sheet #2. Use Work Sheet #3 to make your lists. If you use the items from the "I Can" lists in this book, you may want to rewrite them to make them more specific to your own experience. Be sure to add your other special skills that are not on the "I Can" lists. When you have finished making your lists, turn to page 32 to see what Marie wrote.

If you are using this workbook on your own and want help in identifying skills, you can contact a women's center, displaced homemaker center, or college counseling center. These kinds of centers frequently run skill identification sessions for groups of women who are thinking about returning to work or to school.

To find out about the centers near you, write to Catalyst at 14 East 60th Street, New York, New York 10022; or to the Displaced Homemakers Network, 755 Eighth Street, NW, Washington, D.C. 20001. Each of these organizations has a directory of resource and counseling centers. A more detailed publication, called the National Directory of Women's Employment Programs: Who They Are; What They Do, is available for $7.50 from Wider Opportunities for Women, Inc., 1511 K Street, NW, Suite 345, Washington, D.C. 20005. The Directory of Educational and Career Information Services for Adults (available for $3.00 from the National Center for Educational Brokering, 1211 Connecticut Avenue, NW, Washington, D.C. 20036) lists over 450 educational brokering programs that serve adults no longer in school. Each of these services assists adults in assessing their needs and helps them to make occupational and educational plans.

If you are using this workbook on your own, get a friend or neighbor to be your partner. Other people are often much more aware of your skills than you, yourself, are.

One person who has studied people's skills for many years divides them into three groups. According to Sidney Fine there are:

- Functional Skills--These are learned, in part, through education and experience. They help you deal with people, ideas and things. They can be generalized or transferred from one activity to another, such as from homemaking or volunteer work to a paid job.
- Self-Management Skills--These are related to your temperament or personality. They help you deal with different people or settings. They are important in deciding on your job values, such as the amount of independence or responsibility you want in a job.
- Work-Content or Technical Skills--These are learned through education, experience or on the job. They are the specialized skills and knowledge needed in a particular job.

The "I Can" lists deal primarily with functional skills. However, they also include some work-content or technical skills. You will think about how your self-management skills may affect your job choices later, when you complete Work Sheet #6.

WORK SHEET #3

Things "I Can" Do

As a ____, I can:

WORK SHEET #3
(continued)

As a ____, I can:

WORK SHEET #3
(continued)

As a ____, I can:

WORK SHEET #3
(continued)

As a ______________________________, I can:

WORK SHEET #3
(continued)

As a ____, **I can:**

Here is what Marie wrote for one of her "I Can" lists:

As a sales worker, I can:

Deal effetively with customers, including
    Listening carefully to their requests
    Asking questions to find out more about what they might like to buy
    Suggesting items they may not know about
    Handling exchanges and returns
Select merchandise to be sold, considering
    Previous sales records
    Customer tastes and buying preferences
    Quality of items and reliability of the supplier
    Cost of similar items
Manage sales and keep financial records
    Keep books, including doing trial balance
    Prepare state and Federal tax reports
    Set prices for items, on the basis of cost and overhead
    Decide when to have a sale, what items to mark down, and how much
Supervise and train sales workers
Schedule sales workers and keep a record of what they sell
Write ads for a shop or sale and place them in newspapers, newsletters, etc.

CHAPTER 5

MATCHING YOUR SKILLS TO JOBS

In this chapter you will learn how to use the HAVE Skills Chart and Tables to match your homemaking and volunteer work skills with those needed in paid jobs. You will also learn where to find out more about these jobs that match your skills.

Development of the HAVE Skills Chart and Tables. As part of Project HAVE Skills, we developed a questionnaire based on the homemaking and volunteer skills from the "I Can" lists. This questionnaire was answered by 122 adult women. These women ranged in age from their early 20's to over 60; 40 percent were over 35. They included both white (87 percent) and minority (13 percent) women living in cities (34 percent), suburbs (35 percent), small towns (17 percent), and rural areas (12 percent) in all parts of the country. All have been homemakers and nearly all (92 percent) have volunteer work or community service experience. Each of these women indicated, for each item, whether this was something she did (or had done) frequently, occasionally, rarely, or not at all.

We also sent this same list of skills to two groups of people who know a lot about jobs: career counselors and personnel administrators. We asked if these skills are used in paid jobs and, if so, what jobs most often required each skill.

We used this information to identify groups of related jobs that use the skills in each "I Can" list. Then we made the HAVE Skills Work Groups Chart and Tables by listing groups of jobs beside the name of each "I Can" list.

Next we read descriptions of the paid jobs that had been listed by career counselors and personnel administrators and of other related jobs in these work groups. We used these descriptions to prepare the HAVE Skills Job Exploration Chart. This chart lists some of the typical jobs in each work group.

Finally, we sent these charts to career counselors and personnel administrators to be reviewed and verified. We also sent copies of this workbook to be tried out by women who were interested in returning to paid employment and by counselors helping these women.

What Are Work Groups? Work groups are jobs that involve similar skills. You can find descriptions of work groups in Appendix B of this workbook. These descriptions come from the Guide for Occupational Exploration. (Copies of this Guide are available in most public libraries, state employment offices, and career counseling centers. If you wish, you can order a copy from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, Stock Number 029-013-0008-2, price $11.00.)

Why Are Work Groups Necessary? You may wonder why we ask you to read about work groups. It might seem easier for us just to list job titles for each "I Can" list. We do this for two reasons: (1) There is no really complete and accurate list of all job titles. There are new jobs being created all the time. These jobs do not appear in any book or on any list. In addition, job titles for the same kind of work can differ from company to company or from one part of the country to another. (2) It is important for you to understand about the kinds of work that use your skills. You can then decide for yourself if a job being described, in an ad or in a job interview, really will use your skills.

Use of the Work Groups Chart and Table. The purpose of the HAVE Skills Work Groups Chart and Table is to help you find out about groups of jobs that use the skills you have learned through homemaking, community service, and volunteer work. By using these, you can pick out work groups to explore. The work groups will include jobs that match your experience, skills, and interests.

Remember there are many different skills in each "I Can" list and many different jobs in each work group. Therefore, some of the jobs in some of the work groups will be more closely related to your own particular skills and some of the jobs will be less closely related to your skills.

To see the HAVE Skills Work Groups Chart, turn to page 35. In the left-hand column of the chart are the titles of the "I Can" lists. At the top of each of the right-hand columns you will find the number of a work group (described in Appendix B). A black dot (o) appears under the number of a work group that has many jobs using skills from the "I Can" list in the left-hand column. A white dot (o) appears under the number of a work group that has some jobs using the skills from the "I Can" list in the left-hand column. A star (*) means that there are a few jobs in the work group using the skills from the "I Can" list.

The same information that is in this HAVE Skills Work Groups Chart can be found in the HAVE Skills Work Groups Table in Appendix C. In this table, work groups that use many of the "I Can" skills appear in CAPITAL letters. Groups that use fewer of the skills appear in regular letters.

To begin to use the HAVE Skills Work Groups Chart, find in the left-hand column the titles that are most like your own "I Can" lists. Next look across from the title of each "I Can" group to the right-hand columns to find the marks under the numbers of the work groups using these skills. Write the name and number of each of these work groups and subgroups on Work Sheet #4.

The lists of work groups and subgroups are separated in the HAVE Skills Work Groups Table in Appendix C. The work groups, which are listed first, have a four-digit number (like 05.06); the subgroups have a six-digit number (like 02.03-01).

You will find, as you write the names of the work groups and subgroups on Work Sheet #4, that some groups appear several times with different "I Can" lists. You do not have to write down the name of a group more than once. However, you may want to keep a count or tally of the number of times a given work group or subgroup is matched with your "I Can" lists. Work groups that are related to several of your lists will probably have more jobs using your skills than a work group that goes with only one of your "I Can" lists.

THE PROJECT HAVE SKILLS WORK GROUPS CHART

Directions: In the left-hand column, find the name of an "I Can" list like one of your own. Then look across the chart. A black dot (●) will appear under the number of each work group that has many paid jobs using these homemaking and volunteer experience skills. A white dot (○) will appear under the number of each work group which has one or two subgroups using these skills. A star (★) will appear under the number of each work group that has a few jobs using these skills. Write down the numbers of the work groups that use your skills. Then turn to Appendix B (or the *Guide for Occupational Exploration)* to read about each group. (Note: This same information can be found in more detail in the HAVE Skills Work Groups Table in Appendix C. Use this table to find the names of the subgroups or the jobs.)

WORK GROUPS

"I Can" Lists (Skills)	01.01	01.02	01.03	01.04	01.05	01.06	01.07	01.08	02.01	02.02	02.03	02.04	03.01	03.02	03.03	03.04	04.01	04.02	05.01	05.02	05.03	05.04	05.05	05.06	05.07	05.08	05.09	05.10	05.11	05.12
Advocate/Change Agent																														
Artist/Craftsperson		●				●													○		○		●					●		
Civil/Legal Rights Worker																	●													
Community Resources Spec.																														
Cook/Nutritionist										○													○					○		○
Financial Manager																														
Group Leader																														
Home Maintenance Technician																				○	○		●	○	★			●	○	●
Horticulturist/Floral Des.		★								○			●	●		●			★											
Library Assistant																							★				●			★
Performing Arts Specialist			●	●	●		○																★							
Public Relations/Comm. Worker	●	★																		○	○									
Sales Worker/Organizer		★																	○								○			
Transportation Spec.																					○		○		○	●		○		

"I Can" Lists (Skills)	06.01	06.02	06.03	06.04	07.01	07.02	07.03	07.04	07.05	07.06	07.07	08.01	08.02	08.03	09.01	09.02	09.03	09.04	09.05	10.01	10.02	10.03	11.01	11.02	11.03	11.04	11.05	11.06	11.07	11.08	11.09	11.10	11.11	11.12	12.01	12.02
Advocate/Change Agent																									○	●	○		○		○	●		○		
Artist/Craftsperson	●	●																			★															
Civil/Legal Rights Worker					○															○						●			○			○		○		
Community Resources Spec.					○			●							○					●					○				○							
Cook/Nutritionist		○		○					★															○			★						○			
Financial Manager					○	●	●																●				○	●				○	●	○		
Group Leader															○					●	○	○		●					●				○		○	
Home Maintenance Technician	○	○																															○			
Horticulturist/Floral Des.												★	★											○								★				
Library Assistant									●		●													○		○			○							
Performing Arts Specialist													★		○															○			★	○		
Public Relations/Comm. Worker												★																		●	●			○		
Sales Worker/Organizer					★	●	●	○				●	●	●				○									○	○			○		○			
Transportation Spec.								○	○			★	○				●	★														○	★	★		

WORK SHEET #4

Work Groups and Subgroups to Investigate

Group/Subgroup	Number	Count/Tally

WORK SHEET #4
(continued)

Group/Subgroup	Number	Count/Tally

(Use blank paper if you need more space.)

Here is Marie's work sheet.

Group/Subgroup	Number	Count/Tally
Sales Technology	08.01	111 3
General Sales	08.02	111 3
Vending	08.03	11 2
Contracts & Claims	11.12	1
Finance	11.06	11 2
Promotion	11.09	11 2
Mathematical Detail	07.02	1
Financial Detail	07.03	11 2
Administrative Detail	07.01	11 2
Mathematics & Statistics	11.01	1
Business Administration – Sales & Purchasing Mgmt.	11.05 – 04	1111 4
Business Management – Wholesale – Retail	11.11–05	111 3
Social Services, Counseling & Social Work	10.01 – 02	1
Medical Sciences	02.03	1
Nursing, Therapy, etc.	10.02	11 2
Child & Adult Care	10.03	1
Customer Services, Sales	09.04 – 02	1

Investigating Work Groups. Because the jobs in each work group are similar in many ways, it is easier to begin your job exploration by learning about a group than by exploring many separate job titles.

After you have finished Work Sheet #4, turn to the descriptions of the work groups in Appendix B. Use the work group numbers to find the description of each work group that you listed on Work Sheet #4. You will probably want to find out more about each work group. A career counselor or librarian can help you find this information. As you read about each work group, ask yourself the following questions:

- What kind of work would I do in these jobs?
- What skills and abilities do I need for this work?
- How can I tell if I would like and could learn to do this kind of work?
- How can I prepare for and enter this kind of work?
- What special things should I consider before choosing a job in this group?

The Guide for Occupational Exploration can help you answer these questions. It also lists the titles of jobs in each work group and subgroup.

These work groups are just one way of organizing information about jobs. The counseling center or library you use may have the information organized differently. Another set of work groups, found in the Occupational Outlook Handbook, is: industrial production jobs; office jobs; service jobs; education jobs; sales jobs; construction jobs; transportation jobs; scientific and technical jobs; mechanics and repairers jobs; health jobs; social scientists jobs; social service jobs; and performing arts, design, and communication jobs. The Dictionary of Occupational Titles organizes work into these groups: professional, technical and managerial; clerical and sales; service; agriculture, fishery, and forestry; processing; machine trades; benchwork; structural work; and miscellaneous occupations. Don't worry about the differences in these work groups. These differences should not make problems for you as you learn about jobs.

After you have read carefully about each work group and thought about the questions above, you are ready to pick the groups that you would like to explore further. List the groups that interest you the most in the left-hand column on Work Sheet #5.

Use of the Job Exploration Table. The purpose of the HAVE Skills Job Exploration Table is to help you identify typical jobs in each work group and/or subgroup.

Remember that the jobs listed in this table are only some of the jobs in each work group. A complete list of the jobs in each work group can be found in the Guide for Occupational Exploration. The table includes many of the jobs that are described in the Occupational Outlook Handbook. We have also included jobs that were frequently mentioned by the career counselors and personnel administrators as being related to the homemaking and volunteer work skills from the "I Can" lists. You should understand that, although a job uses your skills, you may not be able to enter it without additional education or training.

The HAVE Skills Job Exploration Table can be found in Appendix D of this workbook. The left-hand column of the chart gives the name of a work group. The center column tells the title of the Occupational Outlook Handbook sections that describe jobs related to this group. The right-hand column of the chart gives the name of representative jobs in each work group. Most of these jobs are described in the Occupational Outlook Handbook. Copies of the Handbook are available in most libraries, state employment offices and counseling centers. (You can order a copy from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; Stock Number for the 1980-81 edition is 029-001-02325-1; price is $8.00.)

There are two other places, in addition to the Job Exploration Table, where you can find the names of jobs in each work group: (1) other jobs related to the work group are described in the Occupational Outlook Handbook sections listed on the Job Exploration Table, and (2) all the jobs for each work group are listed in the Guide for Occupational Exploration.

The next step is for you to list, in the right-hand column of Work Sheet #5, the titles of jobs that you want to learn more about.

At this stage it is wise to list several job titles rather than just one or two for each work group. Do not try to narrow down your job choices until you have read about each job and know more about it. Job titles can sometimes be misleading.

You will need to read about each job to decide if it meets your needs. We will talk more about these needs in the next chapter. One thing that is important to many women is whether or not the job will require any further education or training. Some women, like displaced homemakers, must earn money immediately. Other women have the time and money to attend college or to take training programs that will prepare them for jobs. It is often possible for a woman to get further education or training for a new job while she holds another kind of job.

WORK SHEET #5

Jobs to Explore

Work Group/Subgroup	**Jobs**
______________________	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________

Work Group/Subgroup	**Jobs**
______________________	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________

WORK SHEET #5
(continued)

Work Group/Subgroup

Jobs

Work Group/Subgroup

Jobs

WORK SHEET #5
(continued)

Work Group/Subgroup	Jobs
______________________	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________

Work Group/Subgroup	Jobs
______________________	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________

WORK SHEET #5
(continued)

Work Group/Subgroup	Jobs
______________________	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________

Work Group/Subgroup	Jobs
______________________	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________

(Use blank paper if you need more space.)

Here are some of the work groups that Marie has decided to investigate:

07.01	Administrative Detail
07.03	Financial Detail
08.01	Sales Technology
08.02	General Sales
11.05	Business Administration
11.11	Business Management

CHAPTER 6

LEARNING ABOUT JOBS

Now that you have a list of jobs that are related to your skills, you are ready to learn more about each of them. Before you read about jobs, however, you need to review your job needs and values.

Reviewing Your Needs and Values. When you think about different jobs, you must consider your needs and values as well as your abilities. You need to decide if the job will pay you enough, how the hours and location will affect you and your family, etc. You also need to decide how important things like an attractive looking working place or friendly co-workers are to you.

You need to think, too, about the trade-offs that you may have to make in choosing a job. For example, is it better to take a lower paying job with good opportunity for advancement or a higher paying job with little chance for advancement?

Use Work Sheet #6 to review your job needs and values. Check if the things listed are something you must have in a job, would like to have, don't care about one way or the other, would dislike in a job, or cannot have or do in your job. Add, at the end of the work sheet, any other job needs, likes or dislikes, that you have.

Before you begin Work Sheet #6, you need to estimate the minimum salary you must make. Think about this in two parts: (1) your current financial responsibilities; and (2) what working will cost you. Add these together. Then add 20% to cover the taxes, Social Security payments, etc., that will be taken out of your salary.

1. My current financial responsibilities:

Housing ________

Utilities ________

Food ________

Household supplies ________

Clothing ________

Transportation ________

Medical and dental care ________

Education ________

Recreation ________

Other ________

Total #1 $__________

2. What working will cost:

Transportation ________

Clothes ________

Lunch ________

Child care ________

Extras like household help, eating out, etc. ________

Total #2 $__________

20% of Totals #1 and #2 $__________

Minimum salary needed (#1 plus #2 plus 20% of #1 & #2) $__________

You may also need to think about what changes may be necessary in your family life when you begin paid work. Talk with the other members of your family about things that you do now and about how others may have to do these things or help you do them. You may want to talk with other women who have returned to paid work to find out how they reorganized their family life.

WORK SHEET #6

My Job Needs and Values

	Must Have	Like	Don't Care	Dislike	Can't Have
Salary					
More than $_____ (your minimum)	✓				
More than $_____		✓			
Based in part on sales or productivity					
Frequent raises					
Rates tied to cost of living					
Commission based on sales, etc.					
Draw against commission					
Benefits					
Vacation: _____ weeks a year (minimum)	✓				
Vacation: _____ weeks a year		✓			
Insurance: Life					
Health					
Other:					
Employer pays for education					
Child care					
Location					
Available by public transportation					
No more than 30 minutes from home					
More than 1 hour from home					
Another town/city					

WORK SHEET #6
(continued)

	Must Have	Like	Don't Care	Dislike	Can't Have
Hours					
Full-time					
Part-time					
Flexitime, can set own hours					
Overtime					
Available					
Required					
Shift work					
Evening work					
Weekend work					
Overnight travel					
Education/Training					
No additional education/training required					
Job requires additional education/training					
Less than three months					
Three to six months					
Six months to one year					
One to two years					
Two to four years					
More than four years					
Education/training must be full-time					

WORK SHEET #6
(continued)

	Must Have	Like	Don't Care	Dislike	Can't Have
Education/training can be part-time					
Education/training available locally					
Cost of education/training no more than $ _____					
On-the-job training available					
Apprenticeship required					
Other factors:					
Competition with other workers					
Economic independence					
Feeling of accomplishment; job satisfaction					
Friendly co-workers					
Same sex					
Opposite sex					
Help others; contribute to society					
Independence in thought and action					
Intellectual stimulation					
Job security; little chance of being fired					
Opportunity for advancement					
Opportunity to be creative					
Opportunity to lead others					
Pleasant working conditions					
Prestige; job with status					

WORK SHEET #6
(continued)

	Must Have	Like	Don't Care	Dislike	Can't Have
Responsibility for others					
Supervisor of the same sex					
Supervisor of the opposite sex					
Variety; job not routine or predictable					
My other job needs and values:					

Learning about Jobs. One of the best places to begin learning about a job is to read the section about it in the Occupational Outlook Handbook. For each job, the Handbook describes all or most of the following:

- Nature of the Work
- Working Conditions
- Places of Employment
- Training, Other Qualifications, and Advancement
- Employment Outlook
- Earnings
- Related Occupations
- Sources of Additional Information

As you read about each occupation, use Work Sheet #7 to answer the questions about it. Work Sheet #7 is located at the end of this chapter.

The section about the nature of the work tells what people do in this kind of job and how they do this work. The section about working conditions tells if the work is outdoors, in a factory, in an office, or in another kind of setting. This section will also tell you if the job involves activities that might present health or safety problems and if the job frequently requires overtime, shift work or frequent travel. The section about places of employment tells whether the jobs are found primarily in certain areas of the country, and if they are found chiefly in cities. This section also tells if part-time jobs are frequently available in this occupation.

The section on training, other qualifications, and advancement is especially important. It describes the kind and amount of education you need to enter a particular occupation. It also lists the kinds of courses that are most useful to people in this job. In addition, this section tells about alternative ways to enter the same occupation. For example, jobs in personnel and labor relations usually require a college degree. However, people also can enter personnel jobs from a clerical job in a personnel office. Many occupations have different steps or levels. The level that you start at and can advance to is often related to the education or training you have.

As you think about the kind and amount of education required for jobs, remember that there are many different ways to get this education. If formal education, such as college, is required, you may need to complete this before you enter the job. However, it may be possible for you to work part-time or full-time in a related job while you are going to college. For example, if you are interested in a job in lithography or the graphic arts, you might decide to obtain a secretarial job in a printing plant while you take a part-time course in graphic arts at your local community college. Employers often will pay part of the education costs for their employees to help them learn new skills and advance in their jobs. In many large companies you may find that the employer offers special courses in the work place that are approved for college credit. Employers may also provide on-the-job training; be sure to ask about or look for "trainee" jobs if this interests you.

One kind of on-the-job training that more and more women are investigating is apprenticeships. An apprentice receives an entry-level salary and spends two to five years learning the occupation. A good book that tells more about this kind of on-the-job training is A Woman's Guide to Apprenticeship, available free from the Women's Bureau, U.S. Department of Labor, Washington, D.C. 20213.

The section of the Occupational Outlook Handbook on advancement will tell you about the steps, or career ladders, in an occupation. For example, drafting has a career ladder going from tracer, to experienced drafter, to senior drafter. This section will also tell you how one occupation can lead to another. For example, many people who are systems analysts started out in jobs as computer programmers. If you are interested in starting in one kind of job to get the experience to move on to another, try to discuss this with employers when you go for a job interview; some companies may not have the job steps that other companies can provide.

It is especially important to find out if the job you are interested in requires a certificate or license as well as education or training. Most jobs in the health professions and many jobs in construction require licenses. Jobs like teaching require certificates. Some licenses or certificates can be used only in one state, and you must apply for a new license if you move. Many apprenticeship jobs provide a certificate that can be used anywhere in the country.

The job outlook information in the Occupational Outlook Handbook is based on estimates of how rapidly the number of jobs is expected to grow in the next ten years and the amount of competition there will be for these job openings. Remember, when you look at the job outlook information, these are only estimates. No one can be sure what the job outlook will be in the future. Changes in economic conditions or new methods or machines can affect job availability. New estimates of job outlook are published every two years by the U.S. Department of Labor.

Remember, also, that these estimates are based on the job outlook for the entire United States. Conditions may not be the same in the area where you live. You should explore the demand for workers in your area very carefully if you are not able to move. It is not unusual for there to be a demand for workers in some parts of the country and a surplus of workers in other parts of the country. Information about what jobs are seeking workers in all parts of the United States is available in most state employment offices. A publication with this information, called Occupations in Demand at Job Service Offices, is also available in many counseling centers and libraries.

The lists on the next page show the Department of Labor estimates for the fastest growing jobs in the coming decade and the jobs with the most openings expected between 1980 and 1990.

DEPARTMENT OF LABOR ESTIMATES FOR 1980-1990

Fastest Growing Job Areas

- Bank clerks
- Bank officers/financial managers
- Business machine repairers
- City managers
- Computer service technicians
- Construction inspectors
- Dental assistants
- Dental hygienists
- Dining room attendants/dishwashers
- Flight attendants
- Guards
- Health service administrators
- Homemaker/home health aides
- Industrial machine repairers
- Landscape architects
- Licensed practical nurses
- Lithographers
- Nursing aides and attendants
- Occupational therapists
- Occupational therapy assistants
- Physical therapists
- Podiatrists
- Respiratory therapy workers
- Speech pathologists and audiologists
- Travel agents

Jobs with Most Openings Expected

- Secretaries and stenographers
- Retail sales workers
- Building custodians
- Cashiers
- Bookkeeping workers
- Nursing aides and attendants
- Cooks and chefs
- Kindergarten/elementary teachers
- Registered nurses
- Assemblers
- Waitresses/waiters
- Guards
- Blue-collar worker supervisors
- Local truck drivers
- Accountants
- Licensed practical nurses
- Typists
- Carpenters
- Industrial machine repairers
- Real estate agents and brokers
- Construction laborers
- Engineers
- Bank clerks
- Private household workers
- Receptionists
- Wholesale trade sales workers

Remember, too, that some occupations that did not have many women workers in the past are now actively seeking women even if they are hiring relatively few workers. For example, although telephone craft occupations will have relatively few openings, opportunities are good for women who wish to become telephone installers and repairers. Job outlook may differ from one kind of work setting to another. For example, opportunities for women who wish to be automobile mechanics are especially good in companies or businesses that own and operate fleets of cars (car rental agencies, city government, etc.).

The section on earnings gives average salaries in a recent year. Remember that salaries have probably risen since then. Remember, too, that salaries differ from city to city and with the amount of experience the person has in the job. Beginners will probably make less than the average salary for the occupation.

Some jobs pay an hourly or weekly wage. In others the pay depends on the amount of work produced or the amount sold. Many women like sales jobs that give them more money when they are highly productive workers. Other women worry about not knowing for sure, from week to week, how much they will be paid. Some sales jobs have salaries based strictly on what has been sold (commissions). Other sales jobs provide a weekly salary which can be "drawn against commission." However, if your commissions are less than your salary week after week, you can end up owing money to the company.

The section of the Occupational Outlook Handbook that tells about related occupations can be especially helpful. It will tell you about other jobs that involve similar aptitudes, interests, education and training. You may want to add the names of these related occupations to your list on Work Sheet #5 and then read about them.

It is important for you to find out what companies, businesses or places in your area have jobs of the kind you are interested in doing. You may be able to get this information by talking to a counselor at the State Employment Office or by calling the Chamber of Commerce. Look in the "Yellow Pages" of the telephone directory, too. Most libraries have directories listing businesses in their area.

WORK SHEET #7

Job Information

Job title: ____________________

1. Nature of Work

What kind of work is involved? ____________________

2. Working Conditions

a. Where is this work usually done? ____________________

b. Does this job involve working conditions that might present physical or health problems for me? ____________________

c. Does this job often require working overtime, evenings, or weekends?

d. Does this job often require periods of travel away from home? ________

3. Places of Employment

a. Are these jobs near where I now live, or would I have to commute a long distance or move to a new area? ____________________

WORK SHEET #7
(continued)

b. Does this job usually require regular, full-time work, or can it be done on a part-time, flexitime, or job sharing basis? ____________________

____

____

4. Training, Other Qualifications, and Advancement

a. What kind of education or training is required to enter this job?

____

____

____

b. Where could I get this education or training, how long would it take, and how much would it cost? ____________________

____

____

c. Does this job require a certificate or license? If so, how do I get it? ____________________

____

____

____

d. What are the opportunities for advancement in this job, and how could I prepare for advancement? ____________________

____

____

____

____

____

WORK SHEET #7
(continued)

5. Employment Outlook

What is the employment outlook for this job? ______________________________

____

____

____

6. Earnings

a. What are the typical starting salaries in this job? ________________

____

____

b. Does this job usually pay a set hourly or weekly salary, or does it pay on the basis of the amount produced or sold? ______________________________

____

____

7. Does this job meet my needs and values? Yes_____ No_____ Can't tell_____

8. What are the names of some companies or places in this area where I might find or do this kind of work? ______________________________________

____

____

____

9. Additional Information

a. What other things do I need to find out about this job? ______________

____

____

____

____

WORK SHEET #7
(continued)

b. Where can I find this information? ______________________________

____

____

____

____

WORK SHEET #7

Job Information

Job title: ____

1. Nature of Work

What kind of work is involved? ______________________

____

____

____

2. Working Conditions

a. Where is this work usually done? ______________________

____

____

b. Does this job involve working conditions that might present physical or health problems for me? ______________________

____

____

c. Does this job often require working overtime, evenings, or weekends?

____

____

____

d. Does this job often require periods of travel away from home? ________

____

____

3. Places of Employment

a. Are these jobs near where I now live, or would I have to commute a long distance or move to a new area? ______________________

____

____

WORK SHEET #7
(continued)

b. Does this job usually require regular, full-time work, or can it be done on a part-time, flexitime, or job sharing basis? ________________

____

____

4. Training, Other Qualifications, and Advancement

a. What kind of education or training is required to enter this job?

____

____

____

b. Where could I get this education or training, how long would it take, and how much would it cost? ________________________

____

____

c. Does this job require a certificate or license? If so, how do I get it? ________________________________

____

____

____

d. What are the opportunities for advancement in this job, and how could I prepare for advancement? ________________________

____

____

____

____

____

WORK SHEET #7
(continued)

5. Employment Outlook

What is the employment outlook for this job? ______________________________

____

____

____

6. Earnings

a. What are the typical starting salaries in this job? ___________________

____

____

b. Does this job usually pay a set hourly or weekly salary, or does it pay on the basis of the amount produced or sold? ______________________________

____

____

7. Does this job meet my needs and values? Yes_____ No_____ Can't tell_____

8. What are the names of some companies or places in this area where I might find or do this kind of work? ____

____

____

____

9. Additional Information

a. What other things do I need to find out about this job? _______________

____

____

____

____

WORK SHEET #7
(continued)

b. Where can I find this information? ______________________________

____

____

____

____

WORK SHEET #7

Job Information

Job title: ______________________________

1. Nature of Work

   What kind of work is involved? ______________________________

   ____

   ____

   ____

2. Working Conditions

   a. Where is this work usually done? ______________________________

   ____

   ____

   b. Does this job involve working conditions that might present physical or health problems for me? ______________________________

   ____

   ____

   c. Does this job often require working overtime, evenings, or weekends?

   ____

   ____

   ____

   d. Does this job often require periods of travel away from home? ________

   ____

   ____

3. Places of Employment

   a. Are these jobs near where I now live, or would I have to commute a long distance or move to a new area? ______________________________

   ____

   ____

WORK SHEET #7
(continued)

b. Does this job usually require regular, full-time work, or can it be done on a part-time, flexitime, or job sharing basis? ________________

4. Training, Other Qualifications, and Advancement

a. What kind of education or training is required to enter this job?

b. Where could I get this education or training, how long would it take, and how much would it cost? ________________

c. Does this job require a certificate or license? If so, how do I get it? ________________

d. What are the opportunities for advancement in this job, and how could I prepare for advancement? ________________

WORK SHEET #7
(continued)

5. Employment Outlook

What is the employment outlook for this job? ______________________________

____

____

____

6. Earnings

a. What are the typical starting salaries in this job? ________________

____

____

b. Does this job usually pay a set hourly or weekly salary, or does it pay on the basis of the amount produced or sold? ______________________________

____

____

7. Does this job meet my needs and values? Yes_____ No_____ Can't tell_____

8. What are the names of some companies or places in this area where I might find or do this kind of work? ______________________________

____

____

____

9. Additional Information

a. What other things do I need to find out about this job? ____________

____

____

____

____

WORK SHEET #7
(continued)

b. Where can I find this information? ______________________________

____

____

____

____

WORK SHEET #7

Job Information

Job title: ______________________________

1. Nature of Work

   What kind of work is involved? ______________________________

2. Working Conditions

   a. Where is this work usually done? ______________________________

   b. Does this job involve working conditions that might present physical or health problems for me? ______________________________

   c. Does this job often require working overtime, evenings, or weekends?

   d. Does this job often require periods of travel away from home? __________

3. Places of Employment

   a. Are these jobs near where I now live, or would I have to commute a long distance or move to a new area? ______________________________

WORK SHEET #7
(continued)

b. Does this job usually require regular, full-time work, or can it be done on a part-time, flexitime, or job sharing basis? ____________________

____

____

4. Training, Other Qualifications, and Advancement

a. What kind of education or training is required to enter this job?

____

____

____

b. Where could I get this education or training, how long would it take, and how much would it cost? ____

____

____

c. Does this job require a certificate or license? If so, how do I get it? ____

____

____

____

d. What are the opportunities for advancement in this job, and how could I prepare for advancement? ____

____

____

____

____

____

WORK SHEET #7
(continued)

5. Employment Outlook

What is the employment outlook for this job? ______________________________

____

____

____

6. Earnings

a. What are the typical starting salaries in this job? ___________________

____

____

b. Does this job usually pay a set hourly or weekly salary, or does it pay on the basis of the amount produced or sold? ______________________________

____

____

7. Does this job meet my needs and values? Yes_____ No_____ Can't tell_____

8. What are the names of some companies or places in this area where I might find or do this kind of work? ______________________________________

____

____

____

9. Additional Information

a. What other things do I need to find out about this job? _____________

____

____

____

____

WORK SHEET #7
(continued)

b. Where can I find this information? ______________________

____

____

____

____

WORK SHEET #7

Job Information

Job title: ______________________________

1. Nature of Work

   What kind of work is involved? ______________________________

   ____

   ____

   ____

2. Working Conditions

   a. Where is this work usually done? ______________________________

   ____

   ____

   b. Does this job involve working conditions that might present physical or health problems for me? ______________________________

   ____

   ____

   c. Does this job often require working overtime, evenings, or weekends?

   ____

   ____

   ____

   d. Does this job often require periods of travel away from home? __________

   ____

   ____

3. Places of Employment

   a. Are these jobs near where I now live, or would I have to commute a long distance or move to a new area? ______________________________

   ____

   ____

WORK SHEET #7
(continued)

b. Does this job usually require regular, full-time work, or can it be done on a part-time, flexitime, or job sharing basis? ____________________

____

____

4. Training, Other Qualifications, and Advancement

a. What kind of education or training is required to enter this job?

____

____

____

b. Where could I get this education or training, how long would it take, and how much would it cost? ____________________________________

____

____

c. Does this job require a certificate or license? If so, how do I get it? ____

____

____

____

d. What are the opportunities for advancement in this job, and how could I prepare for advancement? ______________________________________

____

____

____

____

____

WORK SHEET #7
(continued)

5. Employment Outlook

What is the employment outlook for this job? ______________________________

6. Earnings

a. What are the typical starting salaries in this job? ________________

b. Does this job usually pay a set hourly or weekly salary, or does it pay on the basis of the amount produced or sold? ______________________________

7. Does this job meet my needs and values? Yes_____ No_____ Can't tell_____

8. What are the names of some companies or places in this area where I might find or do this kind of work? ______________________________

9. Additional Information

a. What other things do I need to find out about this job? ____________

WORK SHEET #7
(continued)

b. Where can I find this information? ________________________

WORK SHEET #7

Job Information

Job title: ______________________________

1. Nature of Work

What kind of work is involved? ______________________________

____

____

____

2. Working Conditions

a. Where is this work usually done? ______________________________

____

____

b. Does this job involve working conditions that might present physical or health problems for me? ______________________________

____

____

c. Does this job often require working overtime, evenings, or weekends?

____

____

____

d. Does this job often require periods of travel away from home? ________

____

____

3. Places of Employment

a. Are these jobs near where I now live, or would I have to commute a long distance or move to a new area? ______________________________

____

____

WORK SHEET #7
(continued)

b. Does this job usually require regular, full-time work, or can it be done on a part-time, flexitime, or job sharing basis? ____________________

____

____

4. Training, Other Qualifications, and Advancement

a. What kind of education or training is required to enter this job?

____

____

____

b. Where could I get this education or training, how long would it take, and how much would it cost? ____________________

____

____

c. Does this job require a certificate or license? If so, how do I get it? ____________________

____

____

____

d. What are the opportunities for advancement in this job, and how could I prepare for advancement? ____________________

____

____

____

____

____

WORK SHEET #7
(continued)

5. Employment Outlook

What is the employment outlook for this job? ____________________

6. Earnings

a. What are the typical starting salaries in this job? ____________

b. Does this job usually pay a set hourly or weekly salary, or does it pay on the basis of the amount produced or sold? ____________________

7. Does this job meet my needs and values? Yes____ No____ Can't tell____

8. What are the names of some companies or places in this area where I might find or do this kind of work? ____________________

9. Additional Information

a. What other things do I need to find out about this job? ____________

WORK SHEET #7
(continued)

b. Where can I find this information? ______________________________

____

____

____

____

(Use blank paper if you need more space.)

Here is one of Marie's work sheets:

Job Information

Job title: Buyer - Retail Store

1. Nature of Work

What kind of work is involved? Purchasing goods for retail sales. Determining the value of goods. Understanding why people buy some things and not others.

2. Working Conditions

a. Where is this work usually done? Retail stores

b. Does this job involve working conditions that might present physical or health problems for me? Highly competitive so there might be a lot of stress - but it could be exciting too.

c. Does this job often require working overtime, evenings, or weekends?

Yes, because of sales, conferences, and travel

d. Does this job often require periods of travel away from home? Yes, typically 4 or 5 days a month

3. Places of Employment

a. Are these jobs near where I now live, or would I have to commute a long distance or move to a new area? Yes. Available in most parts of the country. Best opportunities in cities.

WORK SHEET #7
(continued)

b. Does this job usually require regular, full-time work, or can it be done on a part-time, flexitime, or job sharing basis? Probably must be done full-time (Talk with local stores about this)

4. Training, Other Qualifications, and Advancement

a. What kind of education or training is required to enter this job?

Some employers may want an associate's or bachelor's degree. In-store training programs are common.

b. Where could I get this education or training, how long would it take, and how much would it cost? Marketing courses for buyers at Middletown Community College (Get catalogue to check on costs and financial aid).

c. Does this job require a certificate or license? If so, how do I get it? No

d. What are the opportunities for advancement in this job, and how could I prepare for advancement? Probably would start as an assistant buyer, then move up to buyer. In a big store or chain of stores I might be able to become a merchandise manager.

WORK SHEET #7
(continued)

5. Employment Outlook

What is the employment outlook for this job? Growth expected to be average in 1980's—but slower than other retail jobs. Job competition will be keen. Increased use of computerized inventory systems (Should I take a computer course?)

6. Earnings

a. What are the typical starting salaries in this job? Not sure for assistant buyer—need to check ads. Handbook says most buyers make $23,000—$32,000 a year—depends on store.

b. Does this job usually pay a set hourly or weekly salary, or does it pay on the basis of the amount produced or sold? Mostly salary but there are sometimes bonuses and rewards for exceptional performance

7. Does this job meet my needs and values? Yes ✓ No____ Can't tell____

8. What are the names of some companies or places in this area where I might find or do this kind of work? Bamberger's Department Store other department stores in nearby shopping centers

9. Additional Information

a. What other things do I need to find out about this job? See if local stores have training programs for buyers. Find out if they prefer people with some college courses and what courses they think are important

WORK SHEET #7
(continued)

b. Where can I find this information? Information interviews at local stores.

90

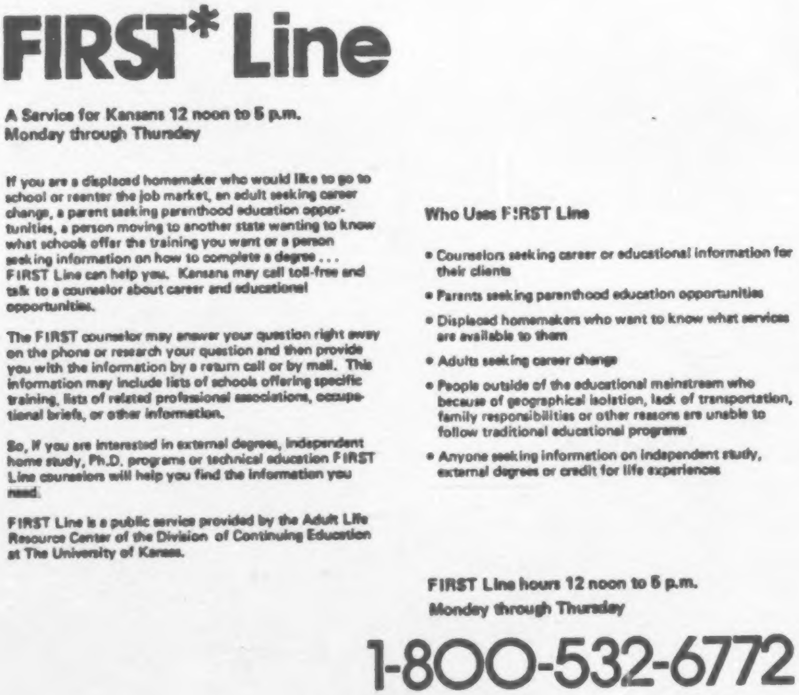
Decision-Making. Now that you have read about each occupation that uses your skills, it is time for decision-making. The first step is to think about how each of these jobs meets your needs and values. Don't let yourself feel discouraged by obstacles that look as if they limit your choices.

For example, you may feel that you cannot afford the cost of further education or job training. Before you cross off all jobs that require additional education or training, you should check to see what the costs are and if you might be able to get financial aid. Most states have an Educational Information Center which provides educational information and counseling for all state residents. These centers are listed in the Directory of Educational and Career Information Services for Adults.

Look carefully at your needs and values and how they affect your job choices. Be sure that you know what is really important to you. For example, you may want to think if it is more important to you to make a higher salary in an occupation which has fewer women or to make a lower salary in an occupation which has many women. You may want to read the book How to Decide: A Workbook for Women (College Board Publications, Box 2815, Princeton, New Jersey 08541, $5.95) if you want help in decision-making. Counseling centers can also help you with this.

You may want to make a list for each job you have explored of any things that you think are barriers to your doing this kind of work and the steps that you could take to overcome these barriers.

Educational Information Centers. These centers work to establish networks of educational information and counseling services for all residents of their state. Many of them provide telephone hot lines. Here is part of the descriptive leaflet for such a service in Kansas.



FIRST* Line

A Service for Kansans 12 noon to 5 p.m.
Monday through Thursday

If you are a displaced homemaker who would like to go to school or reenter the job market, an adult seeking career change, a parent seeking parenthood education opportunities, a person moving to another state wanting to know what schools offer the training you want or a person seeking information on how to complete a degree . . . FIRST Line can help you. Kansans may call toll-free and talk to a counselor about career and educational opportunities.

The FIRST counselor may answer your question right away on the phone or research your question and then provide you with the information by a return call or by mail. This information may include lists of schools offering specific training, lists of related professional associations, occupational briefs, or other information.

So, if you are interested in external degrees, independent home study, Ph.D. programs or technical education FIRST Line counselors will help you find the information you need.

FIRST Line is a public service provided by the Adult Life Resource Center of the Division of Continuing Education at The University of Kansas.

Who Uses FIRST Line

- Counselors seeking career or educational information for their clients
- Parents seeking parenthood education opportunities
- Displaced homemakers who want to know what services are available to them
- Adults seeking career change
- People outside of the educational mainstream who because of geographical isolation, lack of transportation, family responsibilities or other reasons are unable to follow traditional educational programs
- Anyone seeking information on independent study, external degrees or credit for life experiences

FIRST Line hours 12 noon to 5 p.m.
Monday through Thursday

1-800-532-6772

The following states currently operate educational information hot lines. (Note: These lines work only within the state; do not try to call them from another state.)

Connecticut	(800) 842-0229 (In Hartford 566-8118)
Florida	(800) 342-9271
Hawaii	(800) 988-6652
Illinois	(800) 972-7203
Kansas	(800) 532-6772 (In Lawrence 864-4794)
Louisiana	(800) 272-8181
Maine	(800) 452-4630
New Hampshire	(800) 852-3408
New Jersey	(800) 792-8355
New Mexico	(800) 432-6883/6884
Ohio	(800) 282-0116
South Dakota	(800) 592-1865
Tennessee	(800) 342-3262
Virginia	(800) 524-5870
West Virginia	(800) 642-3628
Wisconsin	(800) 432-6883/6884

College Credit for Your Experience. One thing that helps many adults who return to college is credit for prior experience learning. If you have already learned, through your experiences, things that are taught in a college course or in a vocational training program, you may be able to receive credit for what you already know. Credit for prior experience learning can reduce the time required for and the cost of your education. You can find out, by a toll-free telephone call, the names of colleges in your area that provide credit for life experience learning. Call the Council for the Advancement of Experiential Learning (CAEL) at (800) 638-7813. Your library may have a copy of the directory, published by CAEL, called *Opportunities for Prior Learning Credit*. This directory describes many experiential learning programs. You may want to read the book "*How to Get College Credit for What You Have Learned as a Homemaker and Volunteer* (available from Publications Order Service, Educational Testing Service, Princeton, N.J. 08541, for $5.00).

CHAPTER 7

YOUR JOB SEARCH

Now you are ready to pick one or more jobs that seem best for you and to begin your job search.

The first step is to decide on the kind of job that you hope to get. You may want to think about two or three different kinds of jobs.

Finding Where the Jobs Are. The next step is to contact sources of job information. Find out for each kind of job you are interested in the names of employers who might hire you. There are many different sources of job information. These sources include:

- Women's Employment Programs
- Displaced Homemaker Centers
- State Employment Offices
- School and College Placement Offices
- Career Information Services
- Unions, Apprenticeship Programs, and Professional Organizations
- Information Interviews
- Newspaper Job Ads
- Friends and Relatives

Several of the publications we mentioned earlier may help you. For example, a list of women's employment programs is given in the National Directory of Women's Employment Programs (available from Wider Opportunities for Women, Inc., 1511 K Street, NW, Suite 345, Washington, D.C. 20005, $7.50). A list of Catalyst Local Resource Centers which have employment services is available free from Catalyst, 14 East 60th Street, New York, New York 10022. A directory of Displaced Homemaker Programs, which offer help to women who have been widowed, divorced, or separated, is available from the Displaced Homemakers Network, 755 8th Street, NW, Washington, D.C. 20001 ($3.00). A Directory of Educational and Career Information Services for Adults is available from the National Center for Educational Brokering, 1211 Connecticut Avenue, NW, Washington, D.C. 20036 ($3.00). A list of Apprenticeship Information Centers is given in A Woman's Guide to Apprenticeship, which is available from the Women's Bureau, U.S. Department of Labor, Washington, D.C. 20213. Many of these and similar publications are available in libraries, counseling centers, and state employment offices. Concentrate on the job finding help available in your area unless you are able to or want to relocate to another city or state.

Use Work Sheet #8 on pages 90-94 to make a list of the job finding sources you contact and what you find out from each.

The last item on this work sheet is called "Make-Your-Own Job." You can create your own job in two ways: (1) you can find out what services a company or business needs that it does not now have and suggest that the company make a job for you to do this, or (2) you can work for yourself and develop your own business.

Ann created her own job with a company. She found out that the Gas and Electric Company received many more requests from the public to supply speakers about energy problems and conservation than the company was able to handle. Ann had been active in environmental groups and had also done a lot of public speaking and teaching. She convinced the Gas and Electric Company to make a job for her. She now gives speeches and demonstrations to schools, clubs, and business groups. She tells people about how to conserve energy and shows them what the Gas and Electric Company has done and has available to help with energy conservation.

Some women may prefer to create a job for themselves rather than to work for someone else. The advantage of this is that you can design the job to match your skills rather than taking a job that may be a poor fit. The disadvantage of this is that it usually takes several years to get a new business developed to the point where you will receive a good, regular income from it; in addition, starting your own business can be expensive.

What kind of jobs do women make for themselves? Some women do catering; some make and sell craft products or other items that they make; some provide services, such as secretarial work, publicity, or telephone answering; some do lawn and plant care; one woman developed her own business to do electronics assembling and now hires several other workers; still another woman prices household goods for people who are moving or can no longer use them and then runs "tag sales" from which she gets a commission. A book called The New Entrepreneurs: Women Working from Home tells about forty women who operate home-based businesses. Some of the jobs they do are typesetter, printer, inventor, professional organizer, designer, antique dealer, weaver, pork producer, shoemaker, film distributor, maid service owner, and general contractor.

Many junior and community colleges have courses to help people learn about how to start their own business. You may want to take such a course if you are interested in creating your own job. A book, Establishing Your Own Business: A Handbook for Women is available for $5.00 from Resources for Women, 104 Walnut Avenue, Suite 212, Santa Cruz, California 95060.

Information interviews are a good way of finding out more about what a job is like as well as discovering jobs that may not be advertised. If you ask for an information interview, be sure to explain to the person that you are interested in finding out more about what a particular job is like or about the kinds of jobs that are available in a given business. Ask the person the questions that are listed on Work Sheet #7. When you finish the interview, if you have decided that the job (or one of the jobs) sounds like what you would enjoy doing, ask the interviewer if s/he knows of anyone who is currently hiring people for this kind of work. You may want to send a copy of your resume to the interviewer along with your letter of thanks for the meeting. Ask that your resume be put on file in case any jobs of the type you discussed become available.

Another way of finding out about or trying out a job is through an internship program. An internship will help you refresh your skills and/or learn new skills. Some internships provide a stipend or other money to cover your costs; others charge a fee. Sometimes you can receive college credit for taking part in an internship program. A book, Internship Programs for Women, is available from the National Society for Internships and Experiential Education, 1735 Eye Street, NW, Washington, D.C. 20006 ($3.00). It lists programs for reentry women and for low income women. It also lists programs to prepare women for various kinds of professional careers.

After you have a list of jobs to explore, you are ready to take two important steps: (1) prepare a resume, and (2) arrange for job interviews. Use Work Sheet #9 on pages 95-99 to keep a record of these steps and the rest of your job search.

WORK SHEET #8

Job Finding Sources

1. Women's Centers

   a. Name ______________________________

   Address ______________________________

   ____

   Phone ______________ Date & Time of Appointment ______________

   Outcome ______________________________

   ____

   Possible Employers to Contact ______________________________

   ____

   b. Name ______________________________

   Address ______________________________

   ____

   Phone ______________ Date & Time of Appointment ______________

   Outcome ______________________________

   ____

   Possible Employers to Contact ______________________________

   ____

2. Displaced Homemaker Center

   Name ______________________________

   Address ______________________________

   ____

   Phone ______________ Date & Time of Appointment ______________

   Outcome ______________________________

   ____

   Possible Employers to Contact ______________________________

   ____

WORK SHEET #8
(continued)

3. State Employment Office

Name ____

Address ____

____

Phone ____________ Date & Time of Appointment ________________

Outcome ____

____

Possible Employers to Contact __________________________

____

4. School or College Placement Office

a. Name ____

Address ____

____

Phone ____________ Date & Time of Appointment ________________

Outcome ____

____

Possible Employers to Contact

____

b. Name ____

Address ____

____

Phone ____________ Date & Time of Appointment ________________

Outcome ____

____

Possible Employers to Contact __________________________

____

97

WORK SHEET #8
(continued)

5. Career Information Service

Name ______________________________

Address ______________________________

____

Phone ____________ Date & Time of Appointment ____________

Outcome ______________________________

____

Possible Employers to Contact ______________________________

____

6. Union, Apprenticeship Program or Professional Organization

a. Name ______________________________

Address ______________________________

____

Phone ____________ Date & Time of Appointment ____________

Outcome ______________________________

____

Possible Employers to Contact ______________________________

____

b. Name ______________________________

Address ______________________________

____

Phone ____________ Date & Time of Appointment ____________

Outcome ______________________________

____

Possible Employers to Contact ______________________________

____

WORK SHEET #8
(continued)

7. Newspaper Job Ads (Clip and Attach)

  a. Employer Name ____

  Address ____

  ____

  Phone ______________

  b. Employer Name ____

  Address ____

  ____

  Phone ______________

  c. Employer Name ____

  Address ____

  ____

  Phone ______________

  d. Employer Name ____

  Address ____

  ____

  Phone ______________

8. Suggestions from Friends and Relatives

  a. Employer Name ____

  Address ____

  ____

  Phone ______________

  b. Employer Name ____

  Address ____

  ____

  Phone ______________

WORK SHEET #8
(continued)

c. Employer Name ______________________________

Address ______________________________

____

Phone ______________

d. Employer Name ______________________________

Address ______________________________

____

Phone ______________

9. Information Interview

a. Name ______________________________

Address ______________________________

____

Phone ______________ Date ______________

Suggested Employers ______________________________

____

b. Name ______________________________

Address ______________________________

____

Phone ______________ Date ______________

Suggested Employers ______________________________

____

10. Make-Your-Own Job

What kind of job could I create for myself?

____

____

____

WORK SHEET #9

Job Search Plans

1. Jobs that seem best for me: ______________________
   (List in order of preference.)
   ____
   ____
   ____
   ____

2. Date resume prepared: ______________________

3. Job interviews arranged:

   a. Employer ______________________
      Address ______________________
      ____
      Phone ______________________
      Date and Time of Interview ______________________
      Outcome ______________________
      ____
      ____
      ____

   b. Employer ______________________
      Address ______________________
      ____
      Phone ______________________
      Date and Time of Interview ______________________
      Outcome ______________________
      ____
      ____
      ____

WORK SHEET #9
(continued)

c. Employer ______________________________

Address ______________________________

____

Phone ______________________________

Date and Time of Interview ______________________________

Outcome ______________________________

____

____

____

d. Employer ______________________________

Address ______________________________

____

Phone ______________________________

Date and Time of Interview ______________________________

Outcome ______________________________

____

____

____

e. Employer ______________________________

Address ______________________________

____

Phone ______________________________

Date and Time of Interview ______________________________

Outcome ______________________________

____

____

____

WORK SHEET #9
(continued)

f. Employer ______________________________

Address ______________________________

____

Phone ______________________________

Date and Time of Interview ______________________________

Outcome ______________________________

____

____

____

g. Employer ______________________________

Address ______________________________

____

Phone ______________________________

Date and Time of Interview ______________________________

Outcome ______________________________

____

____

____

h. Employer ______________________________

Address ______________________________

____

Phone ______________________________

Date and Time of Interview ______________________________

Outcome ______________________________

____

____

____

Work Sheet #9
(continued)

i. **Employer** ________________

Address ________________

Phone ________________

Date and Time of Interview ________________

Outcome ________________

j. **Employer** ________________

Address ________________

Phone ________________

Date and Time of Interview ________________

Outcome ________________

4. Job offer(s):

a. **Employer** ________________

Pluses ________________

Possible Job Problems ________________

b. **Employer** ________________

Pluses ________________

WORK SHEET #9
(continued)

Possible Job Problems ______________________________

____

____

c. Employer ______________________________

Pluses ______________________________

____

Possible Job Problems ______________________________

____

5. Job decision: ______________________________

Date began work ______________________________

6. Future plans for job advancement: ______________________________

____

____

____

____

____

____

MARY VOLUNTEER

132 Main Street
Aberdeen, Maryland

Telephone: 467-1066

EDUCATION

B.A. Rosemont College, Rosemont, Pennsylvania. 1962

SKILLS

Financial	Prepared budget and administered disbursements for film festival with revenues of $40,000. Developed and administered budget for 250-delegate regional conference. Administered disbursements for consumer action agency with annual operating budget of $300,000.
Administrative	Interviewed, hired and placed clerical staff for major regional bank. Organized and directed promotional activities for regional theater volunteer group. Assisted in formulating policies and long-range plans for Consumers Action Coalition.
Supervisory	Supervised paid staff and coordinated activities of 35 volunteers in consumer agency office. Recruited and supervised volunteer chairman for theater group fund-raising activities.

EXPERIENCE

Center Stage Hands, Inc., Baltimore, Maryland
1977-1979 Chairman, Activities Committee
1974-1976 Chairman, Film Festival

Consumers Action Coalition, Inc., Baltimore, Maryland
1971-1974 Assistant to the Director

Maryland National Bank, Baltimore, Maryland
1962-1964 Personnel Assistant

REFERENCES: Available upon request.

Preparing Your Resume. Resumes are summaries of your experiences and accomplishments. There are two basic types of resumes:

- Chronological--this kind of resume lists work experience by date. It is usually best for people whose careers have progressed without gaps.
- Functional--this kind of resume stresses skills and experiences. It relates these to the skills, knowledge, and abilities required for the job.

Many reentry women prefer to use a functional resume because it focuses attention on what you can do rather than on when and where you learned how to do these things.

Most resumes contain the following kind of information:

- Objective--This is a sentence describing the kind of work you are seeking and your major skills for doing this kind of work. For example, your objective might be "An administrative position in which I can use my skills in planning and financial management."
- Skills--This section will list and describe your skills. List only the skills that are relevant for the job you are seeking. Try to use "action" words. Many of the functional skill words (listed on page 21) are good action words.
- Experience--This section lists and describes the experiences in which you learned or used these skills. Try to give facts and figures to support your statements. For example, you might say, "This project raised $_____. This was a _____% increase over previous years."
- Additional facts, such as your education.

When you have written your resume, have it read by someone who knows you well and who can help you with improving it before it is typed. The final resume should be one or two pages long. Have it typed by an experienced typist if you cannot type yourself. The resume is often an employer's first impression of you. Therefore, you want it to look neat and to be error free.

The resume for Mary Volunteer (on the opposite page) is a good model to follow. This functional resume groups experiences that involve the same skill. This resume was prepared by the Women's Management Improvement Program at Goucher College.

The resumes below and on the next page, for Daphne Goodwife, are examples of what not to do.

Daphne Goodwife
302 Lavender Avenue
Ourtown, Wisconsin

Widowed housewife,
age 50, mother of
three children (now
grown, one still at home)

Employment experience:

1946-48: dime-store clerk
1951-56: Clerk Typist
1956-78: not employed

Education:

three years of college (1948-51)

Hobbies:

Red Cross volunteer
YWCA activities
P.T.A.

This is a poor resume. It contains unnecessary personal information, and it does not give the employer any idea about this woman's skills.

Daphne Goodwife
302 Lavender Avenue
Ourtown, Wisconsin

Family head (one child still at home). In good health.

Responsibilities successfully completed:

1977	Citizen member of a special school committee to study the costs and benefits from closing several Ourtown schools.
1976	Organized a series of 6 public lectures at the YWCA. Invited the speakers and did the public relations work involved (two press releases attached). The lectures served a total of approximately 650 people.
1975	Coordinated the special June Young Women's Day hosted at the YWCA and attended by 900 persons. Shared responsibility for the planning through the execution of the event (over a 6-month period) including liaison with all seven Ourtown Girl Scout Troops and assignment of 27 spaces for booths. This event raised $1,747 for YWCA scholarships.
1971-1975	Member of the 7-person board governing the YWCA of Ourtown.
1971	Treasurer for the successful campaign to elect Mrs. Goodbar to Ourtown School Board.
1970	Acted as one of three group leaders to 24 Girl Scouts on a 10-day wilderness canoe expedition. Qualities and skills demanded: resourcefulness, organizing ability, patience, and stamina.
1969 & 1970	Having had 3 earlier years experience in helping with Ourtown Red Cross Spring Blood Drive, chaired the committee for two years that launched and carried through the effort. More blood was donated in those years than ever before.
1968	President of Glenn School Parent Teacher Association.
1963-1968	Active in the Parent Teacher Association.
1966-1969	Den Mother for the Cub Scouts and coordinator of a total of 29 volunteers who helped staff the annual one-week wilderness camp for Ourtown Cub Scouts for 3 consecutive years.
1956-	Raised three children born 1956, 1957 and 1960.
1951-1956	Managed the office and provided all clerical support services for a group of four biochemists in the Neighbortown combined university and hospital research unit. Had complete responsibility for scheduling appointments, periodic mailings to research associates and subjects. Ordered supplies as needed and kept books.
1948-1951	Three years of liberal arts studies at Ourstate University (grade-point average: 3.00). Left school to get married.
1946-1948	Clerked in a dime store to save money for college education.

While this second resume is an improvement, it still has several problems. Daphne should remove the personal information about her family situation and health at the beginning of her resume. Some counselors would recommend that she remove all the dates. If Daphne wants to make this a functional resume, she should group related activities in the same way you grouped your experiences on Work Sheet #2. Another problem is that Daphne has listed on her resume everything she has done. We think it is wiser to prepare separate resumes for each type of job you are considering and to stress the skills and experiences that are important for that kind of work. For example, if Daphne is applying for a public relations job, she would want to stress the publicity work she did for the YWCA lectures, for the Young Women's Day, and for the Red Cross Blood Drive. If she is looking for a job in which she can use her financial management skills, she would want to emphasize her experience on the school committee, her financial accomplishments in coordinating Young Women's Day, her experience as treasurer of the school board campaign, and her experience in keeping the books for the office where she worked.

Many women find that they can use their experience descriptions and "I Can" lists in preparing a resume. Here is how to do this kind of resume preparation:

1. Make or review a list of your experiences;

2. Pick out from this list about five to ten things that you have done that seem to be most closely related to the kind of job you are seeking;

3. For each experience, write or select as many "I Can" statements as you need to describe what you have learned and are able to do;

4. For each "I Can" statement, provide evidence to show what you have done (I can because I did); and

5. State that you can provide copies of letters, reports, evaluations or other evidence to support what you say you can do when you interview for the job. (Do not attach these to your resume.)

Marie has decided that she would like to find a job in which she can use her financial management and sales skills. She investigated the sales technology, general sales, business administration, business management, administrative detail, and financial detail work groups. She decided to explore the jobs of buyer, insurance sales agent, manufacturer's representative, department store manager, credit manager, purchasing agent, retail store manager, and department manager. She decided that she would like to work toward a job as a retail store manager and perhaps one day have her own business. Marie decided to answer these ads:

RETAIL

ASS'T BUYER

ART/NEEDLEWORK

Outstanding opportunity for individual seeking creative position in our Art/Needlework Dept. Qualified candidate should have excellent communication skills & be proficient in the following aspects of needlecraft: Crewel, Needlepoint, Knitting and Crocheting.

Attractive Salary & Benefits

Interviews by appointment only

Call LO [redacted]

MARKETING ASST

Bright beginner can go far by starting in the marketing dept of this top cosmetics firm. Learn advertising & promotion of consumer products. Just some typing nec. $215 to start. All [redacted] + 3 week vacation. Mary T. [redacted] AGENCY [redacted]

PURCHASING ASST.

Brite indiv needed for heavy phone contact. Must be good typist & good w/figures. Call [redacted]

RETAIL

Supervisor of Hospital Gift Shop

Candidate with minimum 4 yrs merchandising exp. needed to work in busy hospital gift shop. Duties include ordering, merchandising & training + supervision of Volunteers.

CALL FOR APPOINTMENT:

[redacted]

[redacted] MEDICAL CENTER

[redacted]

ASSISTANT MANAGER — We have an immediate opening for sales oriented individual who has previous management retail experience. Good starting salary & career growth potential. Call Andrea, [redacted]

MARKETING TRAINEE

INT'L SALES

International trading company [redacted] seeks individual to handle diversified duties. Responsibilities include identifying & contacting potential customers in various areas of the world for our product lines. Travel required. Good starting salary, benefits. Phone [redacted]

Here is her HAVE Skills resume:

MARIE SMITH
78 Maple Street
Middletown, New Jersey
(123) 456-7890

Objective: A position in sales or marketing in which I can use my skills and experience in finance, management, and selling.

I have skills in finance, management, and sales.

Finance

I can:
- Set up and maintain sales and inventory records.
- Analyze financial records to monitor cash flow.
- Determine, from sales information, when to have a sale, what items to discount, and how much to reduce prices.
- Set retail prices on the basis of wholesale costs and overhead.
- Keep books and prepare a trial balance.
- Prepare tax returns, including state sales tax reports.
- Prepare and defend a budget.

Management

I can:
- Schedule sales workers and keep records of their performance.
- Supervise and train sales workers.
- Write and place advertisements to promote a business or special sale.

Sales

I can:
- Deal effectively with customers, including listening carefully to their requests, asking questions to identify their needs, and suggesting items that they may not know about.
- Handle merchandise exchanges and returns.
- Select merchandise, considering previous sales, customer tastes and preferences, quality and supplier reliability, and cost of similar items.

Experience:

Manager, Middletown Hospital Gift Shop, 1977-79

During this period the sales of the shop increased by over 20% each year. The board of the hospital gave me a special award for outstanding work as shop manager. Supervised 17 workers. Trained 4 new workers.

Sales worker, Middletown Hospital Gift Shop, 1976-77

Voted outstanding volunteer of the year because of highest sales record.

Fund raiser, Middletown Hospital, 1980-81

Did door-to-door fund raising for hospital building fund.

Obtained gifts from a larger percentage of households than any other fund raiser.

Organizer, Parent-Teacher Organization Bake Sale, 1973

Obtained contributions from other parents, developed and placed ads for the sale, priced items, and kept financial records.

Sale raised over $900 and has become an annual event.

Sales worker, Bamberger's Department Store, 1953-55.

Education:

Graduated from Middletown High School, 1953.

An excellent guide to help you with your resume is the Catalyst Resume Preparation Manual. It is available from Catalyst, 14 East 60th Street, New York, New York 10022, for $4.95. A librarian or a counselor can probably help you find other books about writing a resume.

You can send a copy of your resume with a covering letter when you apply for a job. You should also take a copy of your resume with you when you go for the job interview.

Covering Letters. A covering letter is needed when you mail your resume to a prospective employer. The letter should be short. However, it must explain that you are applying for a job (be sure to state the title or kind of job you are seeking and, if you are answering an advertisement, be sure to refer to the ad), why you are interested in the job and in working for this company, and indicate the skills and experience you have for this job. Be sure, too, to indicate that you will telephone to arrange for an appointment or interview.

Here is a sample covering letter:

78 Maple Street
Middletown, New Jersey
(Date)

Ms. Elizabeth Wilson
Director of Personnel
International Sales Associates
New York, New York 10038

Dear Ms. Wilson:

I am interested in the position of marketing assistant that your company advertised in the March 1 issue of The New York Times.

As manager of the Middletown Hospital Gift Shop, I have become increasingly aware of the importance of advertising and promotion in increasing sales. I believe that my experience in writing advertising and developing promotional materials would make me a valuable addition to your staff.

A copy of my resume is enclosed. I will be telephoning you soon to arrange for an appointment.

Sincerely yours,

Marie Smith

Marie Smith

Enclosure

Interviews. A job interview has two purposes: (1) to help the employer decide if you are the right person for the job, and (2) to help you decide if this is the right job for you.

You should prepare carefully for each job interview. Be sure you have a copy of any letters you sent to or received from the company or a copy of the ad you are answering. If possible, spend a little time before the interview finding out about the company; a librarian can help you find copies of a company's annual report or articles about the company that have appeared in newspapers or magazines. This information may help you find out about the pay scales in the company and about potential problem areas.

Be sure to take to the interview a copy of your resume, your Social Security card, and any job licenses or certificates that will be needed. Allow yourself plenty of time to get to your interview. (Remember that it is not always easy to find new places and that traffic and transportation problems can occur.)

You will be asked questions by the employer (or the employer's personnel worker) to find out about your skills, experience, and interest in the job. You will also want to ask some questions about the work, about the opportunity for advancement, about the business or company as a whole, and about the particular department or part of the business where you would be working.

Here are some questions that women often ask in job interviews:

- What are the responsibilities of the person doing this job?
- What is a typical workweek like?
- How much time is usually spent out of the office or traveling?
- What other departments would I work with?
- Why is this job open? (Did the last person quit, get fired or get promoted?)
- What are the opportunities for promotion?

Stress your experience and qualifications. You should not emphasize the fact that your experience has been in unpaid work, but neither should you try to deceive the interviewer about this. Be assertive in stating that your unpaid work experience is equivalent to what is done in similar paid jobs. Remember that adult women like yourself are usually more reliable, experienced and dependable than younger job seekers.

Listen carefully to what the interviewer is asking. If s/he mentions an additional responsibility that was not mentioned in the job description or ad, pick up this clue and describe your experience in this area. If the company cannot use you, ask the interviewer about other employers that you might contact.

The interviewer will be concerned with several things:

- Appearance--It is important for you to have a neat and well-groomed appearance. Wear business-type clothing not a party dress or blue jeans. You should not chew gum during an interview. Do not smoke unless you are invited to do so.

- Manner--Try to be poised and relaxed. Shake hands with the persons interviewing you and call them by name. Be positive and enthusiastic about your skills and the job. If you have copies of materials, such as recommendations or supporting material about your accomplishments, be sure to have them easily available so you will appear well-organized. Use tact and, if possible, a light or humorous touch in handling difficult questions.

- Skills and Experience--Be prepared to describe your skills and experiences that are important for this job. Use your maturity as an asset. Remind the interviewer that you are familiar with the community, established in it, and not likely to move away after receiving on-the-job training.

If you encounter an interviewer who uses "stress" interviews or someone who holds stereotyped views of women and work, you may be asked some difficult or illegal questions. Here are some examples of such questions and the answers that some other women have used to deal with them. You may prefer to handle such questions in a different way.

Q. Who will take care of your children while you work?

A. I've made all the necessary arrangements so I can do my job.

Q. Who will take care of your children when they get sick?

A. Same as above.

Q. Does your husband object to your working?

A. No, he thinks it's great for me to bring home a check.

Q. Why do you want to take a job away from a man?

A. Why is a man more entitled to this job than a woman?

or As a head of household, I need this job as much as a male breadwinner.

or I have to support myself and my children.

Q. How do I know you won't quit in a year or two to get married or to have a baby?

A. I plan to have a career.

or My husband and I have completed our family.

You should know that it is illegal for employers to discriminate in employment on the basis of age, sex, race, color, religion, national origin or physical handicap. The chart on page 110 summarizes these laws.

FEDERAL LAWS PROHIBITING DISCRIMINATION IN EMPLOYMENT

Title	Prohibits	Applies to:	Enforcing Agency:
Age Discrimination in Employment Act of 1967	Discrimination against workers aged 40 to 65. Includes hiring, discharge, leave, compensation, promotions, and other areas of employment.	All public employers and private employers with 20 or more employees.	Wage and Hour Division, United States Department of Labor.
Equal Pay Act	Sex discrimination in salaries and fringe benefits. Requires equal pay for equal work; equal work is defined as work requiring equal skill, effort, and responsibility. Covers all workers.	All public and private employers.	Wage and Hour Division, United States Department of Labor.
Executive Order 11246 (as amended by Executive Order 11375)	Discrimination on the basis of sex, race, age. Includes recruitment as well as treatment of current employees.	Any employer with a federal contract of $10,000 or more, and any subcontractors of such an employer.	Office of Federal Contract Compliance Programs, United States Department of Labor.
Executive Order 11478	Discrimination in employment because of race, color, sex, religion, or national origin.	The federal government, government-owned corporations, and Indian tribes.	Civil Service Commission
Title V of the Rehabilitation Act of 1973	Discrimination on the basis of a physical or mental handicap. Includes hiring decisions.	Any employer with a federal contract or subcontract in excess of $2,500.00; any recipients of federal financial assistance under any program or activity; Executive Branch of federal government.	United States Department of Labor; specific federal agency providing grants; Civil Service Commission.
Title VII of Civil Rights Act of 1964	Discrimination in employment for reasons of sex, race, age, color, religion, or national origin. Includes recruitment, training, promotion and fringe benefit programs.	All private companies, state and local governments, labor organizations, joint labor-management apprenticeship programs and educational institutions with 15 or more employees.	Equal Employment Opportunity Commission.

The following information, taken from a brochure prepared by Green Thumb Inc. (National Farmers Union) is useful in demonstrating to employers the value of hiring experienced adult workers.

> How a person performs on the job depends upon many factors, including age, but abilities and skills do not correlate with a date on a birth certificate. Experience simply does not support the myth that older workers are less capable than younger workers. Studies indicate that workers over 40 may even surpass their younger counterparts in a number of ways:
>
> - Workers hired after age 40 generally attain a higher performance rating in a shorter time than those hired before the age of 30.
>
> - Older workers tend to have a more positive attitude toward work than do younger workers.
>
> - Older workers have a greater job stability and a better record of continued acceptance by employers once they are hired.
>
> - The number of days lost per 100 workdays for all reasons goes down as age increases. Workers in every age group above 50 lose fewer scheduled workdays than those in any age group below 50.

If you live in a rural area and are age 55 or over, you may be able to take part in a Green Thumb On-the-Job Training Program or a Senior Worker Employment Program. For information about these programs in your state, write to Green Thumb Inc., 1012 14th Street, NW, Washington, D.C. 20005.

If you are offered the job at the end of the interview, be sure you know the answers to these questions:

- Who will be your boss?
- What are the basic job responsibilities?
- What salary and benefits will you receive?
- When and how often will you be reviewed for a raise or promotion?
- When and where should you report for work?

When the interview is over, if the employer does not offer you the job or tell you when you will hear about it, ask when you can telephone to find out the decision. Thank the employer for the interview; many people think it is a good idea to send a thank you letter, especially if the job decision is pending.

GOOD LUCK!

BOOKS, BOOKS, AND MORE BOOKS

There are many books that can help you make your career plans. Here are the names of all of the books mentioned in this workbook and, also, the names of some other books that we think you might like to read. Look for them in your library.

A Woman's Guide to Apprenticeship. Washington, D.C.: Women's Bureau, U.S. Department of Labor, 1980.

E. Bergman. *Re-Entering: Successful Back-to-Work Strategies for Women Seeking a Fresh Start*. New York: Crown Publishers, 1980.

R. Bolles. *What Color Is Your Parachute? A Practical Guide for Job Hunters and Career Changers*. Berkeley, CA: Ten Speed Press, 1979.

Catalyst. *Marketing Yourself: The Catalyst Women's Guide to Successful Resumes and Interviews*. New York: G. P. Putnam's Sons, 1980.

Catalyst. *What to Do with the Rest of Your Life*. New York: Simon and Schuster, 1980.

J. Crystal & R. Bolles. *Where Do I Go from Here with My Life?* Berkeley, CA: Ten Speed Press, 1978.

Displaced Homemakers Program Directory, Second Edition. Washington, D.C.: Displaced Homemakers Network, 1981.

Dictionary of Occupational Titles, Fourth Edition. Washington, D.C.: U.S. Department of Labor, 1977.

Directory of Educational and Career Information Services for Adults. Washington, D.C.: National Center for Educational Brokering, 1980.

R. B. Ekstrom, A. M. Harris, & M. E. Lockheed. *How to Get College Credit for What You Have Learned as a Homemaker and Volunteer*. Princeton, N.J.: Educational Testing Service, 1977.

Establishing Your Own Business: A Handbook for Women. Santa Cruz, CA: Resources for Women, 1980.

S. S. Fader. *From Kitchen to Career*. New York: Stein and Day, 1977.

Guide for Occupational Exploration. Washington, D.C.: U.S. Department of Labor, 1979.

M. Higginston & T. Quick. *The Ambitious Woman's Guide to a Successful Career*. New York: American Management Association, 1975.

Internship Programs for Women. Washington, D.C.: National Society for Internships and Experiential Education, 1980.

T. Jackson. Guerrilla Tactics in the Job Market. New York: Bantam Books, 1978.

A. J. Jadwin. A Woman's Guide to Career Preparation, Scholarships, Grants, and Loans. New York: Anchor Books, 1979.

N. Josefowitz. Paths to Power: A Woman's Guide from First Job to Top Executive. Reading, MA: Addison-Wesley, 1980.

M. Lederer. Blue-Collar Jobs for Women. New York: E. P. Dutton, 1979.

E. Lenz & M. H. Shaevitz. So You Want to Go Back to School: Facing the Realities of Reentry. New York: McGraw-Hill, 1977.

M. Leslie & D. D. Seltz. New Businesses Women Can Start and Successfully Operate. New York: Barnes and Noble, 1979.

L. Mouat. Back to Business: A Woman's Guide to Reentering the Job Market. New York: Signet, 1980.

National Directory of Women's Employment Programs: Who They Are; What They Do. Washington, D.C.: Wider Opportunities for Women, 1979.

Occupational Outlook Handbook, 1980-81 Edition. Washington, D.C.: U.S. Department of Labor, 1980.

Opportunities for Prior Learning Credit. Columbia, MD: Council for the Advancement of Experiential Learning, 1980.

Paying for Your Education: A Guide for Adult Learners. New York: College Entrance Examination Board, 1980.

Resume Preparation Manual: A Step-by-Step Guide for Women. New York: Catalyst, 1976.

N. Scholz, J. Price, & G. Miller. How to Decide: A Workbook for Women. New York, Avon Books, 1975.

L. Shields. Displaced Homemakers: Organizing for a New Life. New York: McGraw-Hill, 1981.

T. P. Tepper & N. D. Tepper. The New Entrepreneurs: Women Working from Home. New York: Universe Books, 1980.

APPENDICES

A - "I CAN" LISTS

B - WORK GROUP DESCRIPTIONS

C - THE HAVE SKILLS WORK GROUPS TABLE

D - THE HAVE SKILLS JOB EXPLORATION TABLE

APPENDIX A

"I CAN" LISTS

"I CAN" LISTS

Page

- ADMINISTRATOR/MANAGER. 121
- ADVOCATE/CHANGE AGENT. 123
- ANIMAL CARE SPECIALIST 125
- ARTIST/CRAFTSPERSON. 127
- CHILD CARE SPECIALIST. 129
- CIVIL/LEGAL RIGHTS WORKER. 133
- CLOTHING AND TEXTILE SPECIALIST. . . . 137
- COMMUNITY RESOURCES SPECIALIST 139
- CONSUMER ECONOMICS SPECIALIST. 142
- COOK/NUTRITIONIST. 145
- COUNSELOR. 148
- FINANCIAL MANAGER. 151
- FUND RAISER. 154
- GROUP LEADER 157
- HEALTH CARE WORKER 159
- HOME MAINTENANCE TECHNICIAN. 164
- HOME PLANNER AND DESIGNER. 168
- HORTICULTURIST/FLORAL DESIGNER 171
- HUMAN RESOURCES SPECIALIST 174
- LIBRARY ASSISTANT. 176
- MUSEUM ASSISTANT 179
- PERFORMING ARTS SPECIALIST 181
- PROBLEM ANALYST/RESEARCHER 182
- PUBLIC RELATIONS/COMMUNICATIONS WORKER 185
- RECREATION WORKER. 187
- SALES WORKER/ORGANIZER 189
- TEACHER/TRAINER. 191
- TRANSPORTATION SPECIALIST. 194

ADMINISTRATOR/MANAGER

The administrator/manager is concerned with the development and/or implementation of program(s) involving paid and/or volunteer staff. This involves the utilization of people, material, money and time. There are two types of administrator/managers: those concerned with the total functioning of an organization, and those concerned with the functioning of a particular project within the program.

In carrying out my responsibility as an administrator/manager, I can:

- Develop long-range goals and objectives that foster organizational growth and continuity.
- Develop specific goals and plans for a specific project.
- Identify the method of evaluating effectiveness in meeting the goals and objectives.
- Identify the resources in personnel, money, materials, time and authority needed to accomplish the established objectives.
- Establish priorities based on the importance of each objective to goal attainment and on the resources available.
- Identify needs and opportunities for volunteer service.
- Enlist the support of the governing body and staff in the utilization of volunteers.
- Interpret the organization and its systems for the delivery of services to the public and to people in need of assistance (see Public Relations/Communications Worker).
- Work creatively within the structure of relationships and the setting of the organization, i.e., local agency to national office, etc.
- Be aware of the effects of changing socioeconomic conditions, cultural patterns, and knowledge about the helping professions and their effects upon volunteer resources and services.
- Organize the program or project into its component parts and determine the sequence in which these activities need to be performed.
- Develop and utilize flowcharts, PERT charts, and other visual materials to describe the program's or project's work flow.
- Articulate the philosophy of the organization.
- Use problem solving and decision making skills.
- Develop and work within an agenda.
- Identify channels to change (see Advocate/Change Agent).

- Determine the need for and develop alternative plans to meet emergencies.
- Delegate responsibility and establish accountability methods to determine if these responsibilities have been met.
- Describe and use techniques which will elicit new ideas and proposals.
- Solicit and make constructive use of negative and positive feedback.
- Manage effectively in high pressure situations.
- Use techniques for crisis management and describe why different types of crises require different techniques.
- Use methods of conflict resolution and describe when they are appropriate.
- Establish effective communications throughout the organization.
- Coordinate the execution of simultaneous projects:
  - Establish mechanisms for coordination.
  - Determine when coordination is needed.
- Serve as a spokesperson for the organization (see Public Relations/ Communications Worker).
- Meet accountability demands of others by preparing reports which include:
  - Evaluation of success in meeting objectives.
  - Records of financial status.
  - Data on time and personnel utilization.
- Prepare written summaries of project and organizational accomplishments (see Public Relations/Communications Worker).
- Develop staffing plans (see Human Resources Specialist).
- Prepare and use a budget (see Financial Manager).

ADVOCATE/CHANGE AGENT

Advocacy is an activity on behalf of an individual, a group, or an issue which is designed to improve conditions, programs, or services. Advocates work in areas such as legal rights, housing, education, environment, and social welfare and attempt to change or improve existing conditions.

In carrying out my work as an advocate/change agent, I can:

- Identify areas where change is needed (see Problem Analyst/Researcher) for related skills).

- Select methods and data which will document the need for change (see Problem Analyst/Researcher for related skills).

- Define and delimit the basic issues in a problem area.

- Demonstrate knowledge of the basic concepts relevant to an issue in fields such as:

    - Legal rights (civil and criminal).
    - Housing and community planning.
    - Education.
    - Environment.
    - Welfare and social services.

- Describe the public policy issues relevant to a problem.

- Demonstrate knowledge of the processes of change using:

    - Theoretical model(s).
    - Real-life examples.

- Describe methods which can be used to bring about change including:

    - Lobbying.
    - Political campaigns.
    - Public relations.

- Identify the relevant constituencies concerned with a problem (both pro and con) and describe their position in relation to the problem.

- Identify significant individuals and groups (such as community leaders, government officials, and legislators) who can help to implement change in a specific problem area.

- Build good working relationships with those who will be affected by proposed changes.

- Identify potential allies and select techniques which will enlist their support.

- Identify opposition groups and select techniques which will best counter their plans and arguments.

- Demonstrate understanding of the legislative process and how it can be used to implement change.
- Demonstrate knowledge of the laws and customs applying to lobbying.
- Use communication skills to persuade others (see Public Relations/Communications Worker for related skills).
- Identify potential sources of financial support (see Fund Raiser and Problem Analyst/Researcher for related skills).
- Obtain financial support for a cause or program (see Fund Raiser and Problem Analyst/Researcher for related skills).
- Build good working relationships with legislators and government officials (local, state or federal).
- Monitor the actions of legislative bodies, public institutions and agencies that are relevant to the problem.
- Draft model legislation.
- Plan and organize coalition building.
- Conduct negotiations with an awareness of the necessity of compromise.
- Present arguments and evidence to support a position (see Public Relations/Communications Worker and Problem Analyst/Researcher for related skills).
- Keep others informed about progress using:
  - Verbal communication.
  - Written communication (see Public Relations/Communications Worker).
- Train others to develop advocate/change agent skills (see Teacher/Trainer for related skills).
- Develop techniques to maintain change.

ANIMAL CARE SPECIALIST

An animal care specialist is knowledgeable about the needs of one or more types of animals and can provide for their breeding, raising, training, and health care.

As an animal care specialist, I can:

- Breed and raise pets.
    - Dogs.
    - Cats.
    - Horses.
    - Birds.
    - Fish.
    - Gerbils, hamsters, etc.
- Housebreak a pet.
- Groom a pet.
- Provide appropriate food, housing and sanitation for a pet and explain the reasons for my choices.
- Explain the basic principles in breeding pets (crossbreeding, inbreeding, etc.).
- Train a pet.
    - Obedience training.
    - Training for pet shows.
    - Tricks.
- Show a pet in a competition.
- Judge a pet show.
- Break and train a horse for riding.
- Describe common pet health problems and how they can be prevented.
- Care for an ill pet and describe the reasons for my actions.
- Provide emergency first aid for an injured pet.
- Assist a veterinarian in medical procedures for pets.
- Describe the laws, regulations, and procedures involved in raising and selling pets.
    - Pet control.
    - Pet licensing.
    - Pet registration.

- Explain the dietary considerations necessary in maintaining a wildlife feeding station.

- Identify locally common wildlife.

    - Birds.
    - Fish.
    - Mammals.
    - Reptiles.
    - Insects.

- Serve as a guide or resource person at a nature center (see Museum Assistant).

- Provide health care and maintenance for injured wildlife.

- Breed and raise farm animals.

    - Chickens, turkeys or other fowl.
    - Cows.
    - Goats.
    - Horses.
    - Sheep.

- Explain the basic principles in breeding farm animals.

- Provide appropriate food, housing, and sanitation for farm animals and describe the reasons for my choices.

- Describe how farm animals are judged and shown.

- Explain what is involved in raising hens to obtain eggs.

- Explain what is involved in raising cows or goats to obtain milk.

- Explain what is involved in raising sheep to obtain wool.

- Explain what is involved in raising farm animals to obtain meat.

- Describe the common health problems of farm animals and how they can be prevented.

- Care for an ill farm animal and describe the reasons for my actions.

- Assist a veterinarian in medical procedures for farm animals.

- Provide emergency first aid for injured farm animals.

ARTIST/CRAFTSPERSON

An artist/craftsperson designs and creates paintings, sketches, sculpture, photographs, lettering, layouts, jewelry, weaving, pottery, glassware, clothing and textiles, or similar items.

As an artist/craftsperson, I can:

- Apply the principles of color and design.
- Use aesthetic guidelines (balance, proportion, etc.) in planning or evaluating a design or artistic/craft product.
- Use color, light, and space to create a specific kind of appearance or feeling.
- Express abstract ideas in an artistic or craft product.
- Visualize what is to be created.
- Do sketching or drawing, including:
    - Freehand drawing or sketching.
    - Simple drafting or blueprints.
    - Sectional views of objects.
- Create lettering, layouts, charts, and diagrams, such as:
    - Block lettering or technical lettering.
    - Bar, line or pie charts based on data.
    - Blueprints, floor plans, scale drawings, etc. (see Home Planner and Designer).
    - Layouts for printed material (ads, brochures, newsletters, etc.).
- Create and design posters and advertisements.
- Take and/or develop photographs, including:
    - Using a camera correctly with appropriate lenses and settings.
    - Developing film and making prints.
    - Making enlargements, transparencies, etc.
- Use small hand tools, such as pliers, files, and screwdrivers.
- Work with my hands skillfully and with dexterity.
- Design and create jewelry, including:
    - Cutting or polishing stones.
    - Creating metalwork by soldering, casting, etc.
- Design and create glassware, such as glassblowing, stained glass, etc.
- Design and create leather products.

- Design and create ceramic or pottery items, including:

    - Throwing and using a potter's wheel.
    - Casting.
    - Glazing.
    - Firing.

- Design and create sculpture, including:

    - Wood carving.
    - Stonecutting.
    - Metalwork.
    - Soft sculpture.

- Design and create woven items, textiles, and clothing (see Clothing and Textile Specialist).

- Design and create paintings, using:

    - Oils.
    - Watercolors.
    - Pastels.
    - Tempera.

CHILD CARE SPECIALIST

The child care specialist is responsible for providing for the physical, emotional, intellectual and moral needs of a child at different stages of development. In providing this care, the child care specialist must assess the child's needs, identify the appropriate care, and implement such care within the financial, spatial and temporal limitations of the particular setting within which the child resides.

As a child care specialist, I can:

- Identify the nutritional needs of the child (see Cook/Nutritionist), including:

  - Selecting among alternate liquid diets for an infant (mother's milk, animal milk formula, vegetable milk formula).

  - Determining when to add solid foods to a child's diet, including consulting with medical and paramedical personnel regarding nutritional needs.

  - Devising ways of helping the older child deal with the limitations of a special diet when that is necessary.

- Recognize and respond to a child's need for a loving and emotionally supportive environment.

- Identify and provide a safe, stimulating environment for a child, including:

  - Providing safe bedding for an infant.
  - Providing a stimulating play environment appropriate for a preschool child.
  - Teaching a growing child to develop safe play procedures; developing an appropriate balance between a child's need for exploratory activity and requirements of safety.
  - Teaching school age children how to identify safe play areas.
  - Purchasing or making materials to develop a child's intellectual and physical growth.
  - Teaching the child games and activities appropriate to her/his age and interests.

- Make effective use of medical services for the child, including:

  - Consulting doctors regarding preventive medicine, immunizations, etc.
  - Obtaining emergency medical services when necessary.
  - Determining the extent of public medical facilities and deciding when it is appropriate to use them.

- Arrange and supervise social experiences for a child which will promote ethical and moral development.

- Identify and select appropriate educational environments, including:

  - Choosing appropriate child care and preschool facilities when needed.

  - Consulting with school staff regarding the child's educational development.
  - Consulting with school staff regarding the child's social/emotional, physical, and cognitive development.
  - Maintaining an ongoing involvement in the child's education.

- Identify and provide appropriate clothing for a child at different stages of development (see Clothing and Textile Specialist), including:

  - Identifying appropriate clothing for different seasons.
  - Identifying and providing appropriate clothing when traveling or moving to a different climate.
  - Identifying other factors to consider in clothing selection (growth rate, fabric durability, etc.).

- Evaluate books and movies and determine their suitability for a child.

- Identify resources in the community which can be used to augment school and preschool activities, including:

  - Playground facilities.
  - Art and craft workshops.
  - Libraries and museums.
  - Dance and music programs.
  - Sports programs.
  - Youth groups (religious, scouting, etc.).

  (see Community Resources Specialist).

- Demonstrate skills which help make life interesting to a growing child (e.g., storytelling, singing, etc.).

- Identify resources in the community which may be utilized to improve the living conditions for the child, including:

  - Consumer services (such as diaper service, nursemaid service, counseling programs, etc.).
  - Public services (such as: AFDC, medicaid, food stamps).
  - Direct benefits to the child (such as: diaper service, medicaid, food stamps, Big Brother, etc.).
  - Indirect benefits to the child (such as: counseling services, Parents-without-Partners, etc.).

  (see Community Resources Specialist).

- Recognize and treat childhood diseases, including:

  - Identifying such diseases and describing their symptoms.
  - Determining what immediate remedy is needed.
  - Describing books which are helpful resources in dealing with childhood diseases.
  - Describing emergency procedures for various conditions.
  - Consulting medical personnel when necessary.

  (see Health Care Worker).

- Describe and recognize the milestones in human development.

- Identify emotional disturbances or learning difficulties in a child which need professional treatment or added attention, and obtain appropriate consultative advice.

- Recognize the nonverbal cues and behaviors which indicate tensions or problems.

- Provide legal, moral and ethical guidance for a child, appropriate to the child's age, including:

  - Familiarizing a child with laws which may affect her/him.
  - Familiarizing a child with codes of moral conduct deemed appropriate by the parent.
  - Devising ways of helping a child to take responsibility for her/his behavior.
  - Devising ways of helping a child to recognize the consequences of alternative behaviors.
  - Devising ways of helping a child to recognize the patterns of behavior, appearance, etc., which are accepted by society, and assisting the child in determining personal responses to these patterns (respect for elders, etiquette, social amenities, implicit dress codes, etc.).
  - Determining and describing means of incorporating the interpersonal qualities which I value into the relationship which I have with a child.
  - Devising ways of helping a child to express her/his emotions in acceptable ways.
  - Describing my approach to punishment and reinforcement of a child's behavior and discussing the basis for this approach.

- Describe ways to develop self-sufficiency in a child.

- Demonstrate my understanding of the special needs of a gifted child, of a child with a physical or emotional handicap, of a child in a single parent home, of a child of a highly transient family, etc., including:

  - Physical needs.
  - Emotional needs.
  - Educational needs.

- Identify the special needs of a child who has a sudden change in his or her environment, such as death of a close friend or relative, addition of a new family member (infant or aged), divorce of parents, etc., and develop ways to meet these special needs.

- Provide opportunities for a child to learn the value of money.

- Facilitate learning by:

  - Encouraging the development of communication and listening skills.
  - Encouraging the development of social skills.
  - Encouraging the development of special interests and talents.
  - Recognizing capabilities and potential.

- Acquaint my child with our family, ethnic, and cultural heritage.

- Help a child develop a positive self-concept.

- Provide consistent and appropriate discipline.

- Provide sex education.

- Help the child function as a member of the family by providing:

  - Involvement in decision making.
  - Recognition of the needs of others in the family.
  - Relationships with extended family members.
  - Encouragement of togetherness and mutual support.

- Teach a child to respect the rights of others.

CIVIL/LEGAL RIGHTS WORKER

A civil and legal rights worker can obtain for herself/himself and for others fair and equitable treatment under the law.

As a civil and legal rights worker, I can:

- Describe my civil and legal rights and responsibilities as a:
    - Citizen.
    - Consumer.
    - Homeowner.
    - Tenant.
    - Parent.
    - Volunteer worker/board member.
    - Employee.
    - Employer.
- Select legal services and processes appropriate for a given problem, such as small claims court, probate court, etc.
- Identify and obtain help from organizations which provide assistance to those who feel that their legal rights have been violated.
- Help others obtain information about their civil and legal rights as:
    - Consumers.
    - Tenants.
    - Children.
    - Wives.
    - Parents.
    - Workers.
    - Women.
    - Recipients of funds from programs like Aid to Dependent Children, Social Security, unemployment compensation, etc.
- Read with understanding and interpret:
    - Leases.
    - Warranties.
    - Insurance policies.
    - Medical consent and release forms.
    - Contracts and legal agreements.
- Describe the essential elements of sales contracts related to the purchase of:
    - Cars.
    - Household appliances.
    - Home furnishings.
    - Home improvements.
    - Services.

- Specify the legal differences in various forms of home ownership and the advantages and potential problems of each:

  - Individual.
  - Co-owner.
  - Cooperative.
  - Condominium.

- Describe the essential elements of contracts related to a home:

  - Leases/subleases.
  - Agreements of sale.

- Describe how the rights of a homeowner are affected by:

  - Mortgages.
  - Home improvement loans.
  - Other home-related loans.
  - Title documents.
  - Zoning.
  - Settlement/closing agreements.

- Conduct a search of legal documents to obtain:

  - Description of a property.
  - Title/owner information about a property.
  - Zoning and other restrictive covenants on a piece of property.
  - Tax information about a property.
  - Records of real estate transactions.

- Describe the legal processes related to divorce and legal separation, including:

  - Grounds for divorce/separation.
  - Court proceedings.
  - Property division.
  - Child custody, support and visitation.
  - Alimony.

- Check public records for information about births, deaths and wills.

- Describe the legal processes related to inheritance, including:

  - Wills.
  - Preparation of probate inventories.
  - Distribution of estate assets.
  - Property transfer.
  - Pension/insurance transfer.
  - Trust estate management.
  - State and federal laws relating to inheritance.
  - Social security and other survivor benefits.

- Specify the main differences in various forms of business ownership and the advantages and potential problems of each:

    - Individual.
    - Partnership.
    - Corporation.

- Describe employees' legal rights in regard to benefits, such as:

    - Pension.
    - Profit sharing.
    - Life insurance.
    - Health insurance.
    - Stock options.

- Assist those who come to civil or legal rights organizations by:

    - Conducting a preliminary interview for the lawyer who will handle the problem.
    - Drawing up drafts of documents for a lawyer to review, such as:

        - Contracts.
        - Wills.

- Obtain and verify routine factual information for the use of legal staff.

- Make required field investigations and prepare related reports.

- Read and interpret basic records.

- Recognize evidence of evasion and discrepancies in basic records.

- Prepare reports of investigations containing factual data and documentary or other evidence.

- Maintain essential records and files.

- Arrange for assistance to released prisoners, such as:

    - Temporary lodging.
    - Transportation home.
    - Job search assistance.

- Comprehend, analyze and interpret basic laws, regulations, and penalties related to probation and custody.

- Obtain and verify routine factual information from persons applying for:

    - Assignment of counsel.
    - Release on recognizance.

- Follow up on child support and alimony payments.

- Maintain records and files concerning child support and alimony payments:

    - Keeping reports of meetings with lawyers and clients.

  - Notifying lawyers and clients of approaching deadlines and scheduled court appearances.
  - Making arrangements for legal depositions.
  - Indexing legal documents.

- Provide information about referral agencies that can help with health, home, family and other problems (Community Resources Specialist).

- Set up and operate a program of applicants and checkers for job or housing situations to determine if discrimination is taking place.

- Develop and maintain records of job hirings and promotions and analyze them to determine if discrimination is occurring (see Problem Analyst/Researcher).

- Use legal records and/or evidence of discrimination to work for social change (see Advocate/Change Agent).

CLOTHING AND TEXTILE SPECIALIST

A clothing and textile specialist is responsible for planning, providing, and caring for wearing apparel (fabric, fur, jewelry, etc.) and textile products found in the home (curtains, slipcovers, bed and table linens, etc.).

As a clothing and textile specialist, I can:

- Demonstrate knowledge of the properties of various kinds of fabrics and materials used in the home or for wearing apparel by describing:

  - Care and maintenance properties (cleaning, wear, vulnerability to stains or heat, etc.)
  - Pliability and structure.
  - Differences in the method of production.
  - Relative costs.
  - Terms used to describe these materials or their properties.

- Analyze the wearing apparel needs of people, taking into consideration such factors as age, figure, size, budget, kind and level of activities, fashion, and individual differences and interests.

- Select coordinated clothing items.

- Select complementary clothing styles and colors.

- Demonstrate skills used in producing clothing or home textile products by:

  - Using patterns, according to accepted standards, to make clothing or other home textile products.
  - Making alterations of patterns or merging two or more patterns to make clothing or other home textile products.
  - Creating my own patterns from which to make clothing or other home textile products.
  - Describing proper use and maintenance of tools and equipment used in textile construction (sewing machine, loom, etc.).
  - Describing the process I use to create, design, and implement a textile related idea.
  - Using a variety of different techniques in my specialty (embroidering, leather work, tailoring, spinning, weaving, macrame, knitting, crocheting, upholstering, etc.).
  - Showing how different fibers produce different effects.
  - Describing ways of determining the kind of results which occur when different techniques, colors and materials are combined.

- Demonstrate skills and knowledge related to maintenance of wearing apparel and home textile products including:

  - Describing proper cleaning or preserving procedures.
  - Describing procedures for altering, mending, and/or remodeling.
  - Describing storage considerations.

- List and explain terms used in my specialty area (warp, skein, bias, flat fell seam, etc.).
- Discuss the history of textiles and describe how methods and materials have changed.
- Identify the technique, period, and origin of various textiles and/or clothing samples.
- Evaluate the quality of clothing, rugs, curtains, linens, and other textile items (see Consumer Economics Specialist and Home Planner and Designer).
- Select home textile items (curtains, linens, etc.), taking into consideration:

  - Cost.
  - Durability.
  - Ease of maintenance.
  - Color and style (see Home Planner and Designer).

COMMUNITY RESOURCES SPECIALIST

As a specialist in community resources, I know, can use, and can direct others to information and services available from public and private organizations and agencies.

As a community resources specialist, I can:

- Demonstrate my familiarity with my community.
- Identify local resources and services to help with:
    - Physical health needs and problems.
    - Mental/emotional health needs and problems.
    - Legal problems.
    - Financial problems.
    - Drug, alcohol, or other substance dependence problems.
    - Consumer problems.
    - Problems of age, sex, or race discrimination.
- Describe the available resources for dealing with emergencies:
    - Emergency medical services.
    - Police services.
    - Fire services.
    - Crisis centers.
    - "Hotlines."
    - Transportation services.
    - Food services.
- Serve as a "sounding board" for those with problems (see Counselor).
- Provide moral support (see Counselor).
- Show compassion for those with problems (see Counselor).
- Encourage the development of "common sense."
- Prepare and help individuals and families to deal with a crisis or disaster.
- Identify and use information resources to locate community facilities and services.
- Use contacts constructively when seeking assistance with a problem.
- Identify those people in community agencies, organizations, and services who can help me cut through "red tape."
- Identify, use, and direct others to legal services:
    - Adoption.
    - Alimony.
    - Child support.

- Divorce/separation.
- Domestic court.
- Juvenile court.
- Probation.
- Small claims court.

(see Civil/Legal Rights Worker.)

- Think and behave rationally when dealing with an emergency.

- Set priorities in handling an emergency.

- Develop support systems to deal with emergencies.

- Teach others procedures to deal with emergencies.

- Identify and direct others to sources of food, clothing and shelter during personal crises or emergencies.

- Identify community resources that can supplement what a family has available:

  - Social services.
  - Educational facilities and programs.
  - Religious facilities and programs.
  - Cultural facilities and programs.
  - Library and other informational facilities and programs.
  - Transportation programs.

- Identify and use resources relevant to different cultural, ethnic and religious heritages.

- Describe the major considerations in selecting:

  - Support systems for emergencies.
  - Child care services.
  - Church or religious centers.
  - Funeral or mortuary services.
  - Legal services.
  - Health care personnel, facilities and services.

- Identify, use, and direct others to counseling services:

  - Employment.
  - Education.
  - Emotional/personal problems.
  - Programs for the elderly.
  - Programs for women.

- Describe the various kinds of federal and state aid available for people who are eligible and how to obtain this assistance:

  - Aid to dependent children.
  - Social Security.

  - Unemployment compensation.
  - Medicare/Medicaid.
  - Food stamps.

- Identify, use and refer others to tenant's rights, welfare rights, block associations and other "grass roots" groups which bring about social change (see Advocate/Change Agent).

- Demonstrate my awareness of government programs and funding procedures.

- Help others identify funding sources which can meet the needs of a group or the community.

- Assist others in developing proposals to obtain funds for social programs and services (see Fund Raiser).

CONSUMER ECONOMICS SPECIALIST

A consumer economics specialist is able to evaluate the quality of goods and services, select goods and services wisely, determine if consumers are being treated in a just manner, and obtain assistance on consumer problems.

As a consumer economics specialist, I can:

- Evaluate the quality of the purchases I make:
  - Food.
  - Clothing and other textiles (curtains, linens, rugs, etc.).
  - Housing.
  - Household items (appliances, furniture, etc.).
  - Automobiles.
  - Children's toys and games.
  - Services (child care, insurance, repairs, etc.).

- Determine from among several items of comparable quality which is the best buy, taking into consideration:
  - Cost.
  - Durability.
  - Frequency of use.
  - Type of use.
  - Style and other changes.

- Use unit pricing and other techniques to compare costs of items sold in different amounts and quantities.

- Detect potential health and safety hazards in items and avoid purchasing them:
  - Food.
  - Clothing and textiles (curtains, linens, rugs, etc.).
  - Housing.
  - Household items (appliances, furniture, etc.).
  - Automobiles.
  - Children's toys and games.
  - Services.

- Locate, use, and direct others to information resources which can help with:
  - Evaluating the quality of goods and services.
  - Evaluating health and safety hazards in goods and services.
  - Identifying best buys, savings in costs, etc.

- Identify, use, and direct others to groups and organizations which can help them with consumer problems (see Community Resources Specialist).

- Organize or take part in a food cooperative in order to achieve savings in the cost of grocery items.

- Organize or use other cooperatives to achieve savings.

- Select living quarters to meet my family's needs and circumstances.

- Describe my rights and responsibilities as a tenant.

- Help others obtain their rights as tenants.

- Describe my rights and responsibilities as a homeowner.

- Read and interpret a:

  - Lease.
  - Contract.
  - Warranty.

  (see Civil/Legal Rights Worker).

- Know what recourse a consumer has when:

  - A purchase does not function properly.
  - An item cannot be repaired.
  - A purchase has health or safety hazards.
  - An item or service purchased is not as advertised.
  - Services are not performed as agreed or promised.

  (see Civil/Legal Rights Worker).

- Select stores and services that best meet my family's needs and circumstances.

- Locate the true "discount" stores.

- Select insurance policies and plans (health, life, tenant, homeowners, auto, etc.) that are most appropriate to my family's needs and circumstances and explain the rationale for the specific policy chosen.

- Use my talents as resources by:

  - Making, altering, and repairing clothing for family members (see Clothing and Textile Specialist).
  - Canning, freezing and other home preparation of food.
  - Making simple home repairs (see Home Maintenance Technician).
  - Making household furnishings (bookcases, curtains, furniture, slipcovers, etc.).
  - Trading my services or goods which I have produced to obtain other goods or services.

- Select bank accounts, savings plans, and investments that best meet my family's needs and circumstances (see Financial Manager).

- Identify, use, and direct others to free or low-cost public services (see Community Resources Specialist).

- Analyze advertising and identify misleading material.

- Analyze sales promotions and determine if real savings are available.
- Investigate credit options and select those most appropriate to my family's needs and circumstances.
- Use credit cards and other forms of credit wisely.
- Know when to avoid credit and loans.
- Describe how to shop for a loan or mortgage.
- Demonstrate my skills as a consumer or monitor of consumption by:
  - Buying and using various products in the commercial market.
  - Knowing the advantages and disadvantages of various types of kitchen appliances and utensils.
  - Knowing which cleaning products and tools do the job most effectively and easily.
  - Knowing when medicines are needed, how to determine which brand is the most effective and economical, and how much to use of them.
  - Selecting good schools and knowing about other community educational resources.
  - Selecting and purchasing clothing that will be appropriate and durable.
  - Determining which home repairs are most appropriately, safely and cost-effectively done by a professional and which can be done by family members.

COOK/NUTRITIONIST

A cook prepares food for others. A nutritionist plans meals taking into account food values and dietary needs.

As a cook/nutritionist, I can:

- Serve attractive and palatable meals, taking into account:

  - Color, texture and appearance of food.
  - Nutritional needs of individuals to be served.
  - Available budget and food costs.
  - Food available and the likes and dislikes of individuals or groups served.
  - Preparation time and requirement.

- Prepare appetizing portable meals:

  - For invalids and shut-ins.
  - For picnics and outdoor meals.

- Package portable meals so as to prevent spoilage and maintain an attractive appearance.

- Adapt recipes to serve larger or smaller numbers of people.

- Cook food in large quantities to serve to groups of:

  - Preschool children.
  - School-age children.
  - Adults.
  - Ill or hospitalized individuals.
  - Elderly.

- Prepare meals or adapt recipes to meet allergy problems or special diet needs.

- Prepare food specialties for a regional, ethnic or cultural group.

- Evaluate the cost and nutritional values of alternative methods of preparing the same foods (see Consumer Economics Specialist).

- Take advantage of regional specialties and seasonal foods.

- Store food to preserve nutritional qualities and prevent spoilage.

- Describe common food spoilage problems and how they can be prevented.

- Read food labels to evaluate quality and weight of contents.

- Evaluate fresh fruits and vegetables for freshness.

- Evaluate meat, fish and poultry for quality and freshness.

- Determine the appropriate quantity of food to buy.
- Utilize recipes and cookbooks.
- Prepare food according to a variety of methods.
- Preserve food for later use by freezing or canning.
- Select, use and care for kitchen appliances and utensils.
- Use kitchen equipment safely.
- Conserve energy in food preparation and storage.
- Plan and prepare nutritious snacks.
- Compare the cost and nutritional value of convenience food, "junk" food, and home prepared equivalents (see Consumer Economics Specialist).
- Prepare and utilize garnishes to make a meal more appealing.
- Demonstrate knowledge and understanding of the basic elements of nutrition by:
    - Assessing the nutritional needs of the people and/or animals for whom I am responsible.
    - Describing the variations of nutritional needs relative to age, exercise, body weight, metabolism, and special conditions like pregnancy or nutritional deficiencies.
    - Describing alternative sources for meeting various nutritional requirements (vitamins, milk substitutes, etc.).
    - Describing symptoms of various nutritional deficiencies or excesses and their remedies (such as poor night vision from lack of vitamin A).
    - Describing the ramifications of the special diets of which I am familiar.
    - Describing the basic nutrients (fats, carbohydrates, proteins, vitamins, and minerals) and how they are digested and used by the body.
- Demonstrate skills related to cost effective nutritional planning by:
    - Using effectively the resources available to me, or potentially available to me, i.e., available time (mine and other's), abilities, supplies (freezer, refrigerator, oven, mixers, utensils, storage space, etc.), information, and money and how they influence my ability to be effective.
    - Dealing with a sudden change in resources.
    - Obtaining help from social service agencies if my resources are limited, suddenly reduced, or changed by an emergency.
    - Buying in bulk or in smaller quantities, depending upon the appropriateness of each to the situation.
    - Obtaining food from various sources (growing ones own, co-ops, farmers' markets, specialty stores, large chain grocery stores).
    - Selecting foods at various stages of the preparation process (i.e., "raw" form, semi-prepared, prepared, etc.).

- Demonstrate skills associated with food preparation and storage by:

  - Describing the methods I have used to store various kinds of foods (canning, freezing, etc.).
  - Describing the unique properties of various food products, i.e., leavening agents, preservatives, etc.
  - Describing the health and safety precautions needed during food preparation and methods of dealing with emergencies which may occur.
  - Describing methods of determining the nature of various cooking conditions or problems and what corrective procedures can be taken.
  - Properly using various food preparation appliances, utensils, etc.
  - Describing the meaning of terms used in cookbooks.
  - Describing the characteristics of measurement and converting quantities from one measurement system to another.
  - Describing special food preparation techniques for serving large numbers of people or for unusual nutritional needs such as ethnic, gourmet, fat-free or food allergy diets.
  - Describing differences in food selection and preparation in various cultures.

- Demonstrate skills in meeting nutritional needs outside the home by:

  - Describing the advantages and disadvantages of food sources which might be considered while traveling.
  - Describing sources of food, other than restaurants, for use while traveling or camping (dehydrated foods, wild foods, etc.).

- Demonstrate knowledge of food poisoning by discussing its causes and prevention.

- Demonstrate knowledge of laws related to nutrition including content and labeling laws, health and cleanliness laws, etc.

- Teach others good nutritional practices (see Teacher/Trainer).

COUNSELOR

Counselors advise people who are seeking assistance with a problem. Informal counseling often occurs in conjunction with other activities, such as managing personnel or serving as an advocate/change agent. Formal counseling programs frequently require training prior to beginning work; paraprofessionals and volunteers in these programs typically work under the supervision of a professional.

In my work as a counselor, I can:

- Establish rapport with the person seeking advice.
- Use techniques which help people to talk spontaneously by:
  - Selecting an appropriate physical setting for counseling.
  - Showing receptiveness by giving attention and by listening carefully.
  - Using reinforcements (both verbal and nonverbal) for encouragement and support.
  - Describing how facial expression, posture, and tone-of-voice affect communication.
- Build client confidence toward the counseling agency.
- Demonstrate my questioning skills by:
  - Using exploratory questions to obtain background information.
  - Knowing how and why to use open-ended questions.
  - Using probing techniques to obtain further information.
  - Describing two-step probing and its use.
  - Adapting my questioning to the background of the person and to the nature of the problem.
  - Using double-edged questions to help individuals obtain greater insight.
  - Avoiding leading questions.
  - Using softening techniques when using direct questions.
  - Phrasing questions so as to help the respondent "save face."
- Demonstrate my listening skills by:
  - Describing the qualities which make for an effective listener.
  - Showing how my objectives (both long-range and short-range) as a listener influence my listening approach.
  - Using techniques to determine if what I have heard is what the person wanted me to hear.
  - Using techniques to give listening feedback.
- Describe different counseling techniques and show how and when each is used.
- Describe the psychological theories on which different counseling techniques are based.
- Demonstrate my awareness of the legal and ethical problems related to confidentiality.

- Demonstrate techniques to control the interchanges in counseling situations by:

  - Using techniques to expand or limit the focus of the discussion as needed.
  - Using methods to help a person expand the options under consideration.
  - Using methods of values clarification.
  - Describing how to determine when a situation needs to be referred to others.
  - Discussing various approaches to decision making and the rationale for each.
  - Controlling the pace of the interchange.
  - Using techniques to exclude irrelevant detail.
  - Using interview guides when appropriate to structure the situation.

- Identify an individual's problems and difficulties by a variety of methods, such as:

  - Question and interview an individual to obtain information.
  - Observe an individual's performance or interactions with others to identify problems.
  - Work with an individual's family, co-workers, teachers, or others to identify problems.
  - Use tests or other diagnostic devices to identify problems.

- Take notes unobtrusively during counseling or an interview, and use these notes later in dealing with the client's problem.

- Describe the kinds of information necessary to handle different types of counseling problems.

- Interpret data and use it in counseling, such as:

  - Interview and background.
  - Observational data.
  - Test data.
  - Other. (Specify) ____

    ____

- Do referral counseling, such as:

  - Build resources for referral.
  - Describe methods and considerations in using referral resources.
  - Use appropriate techniques for people seeking help for themselves and for others.
  - Demonstrate the special skills needed in phone referral counseling.

- Do intake or entrance interviewing, screening, and placement.

- Determine the urgency of a problem or concern and handle it appropriately.

- Handle crisis intervention by:

  - Identifying crisis situations.

  - Dealing pro-actively with the people surrounding the crisis.
  - Describing responses to different kinds of crisis situations.
  - Demonstrating my ability to make priorities in handling a crisis and the factors to be considered.
  - Describing the special skills needed for dealing with particular crises situations, such as:

    - Alcohol problems.
    - Drug problems.
    - Disasters (earthquake, flood, etc.).
    - Poisoning.
    - Rape.
    - Other. (Specify) ______________________________

      ____

- Demonstrate techniques for dealing with people who complicate a crisis situation rather than aiding it.

- Demonstrate the skills required in career counseling and life guidance by:

  - Using tests and other devices to assess aptitudes and interests.
  - Describing resources which can be used to assess interests and determine alternatives.
  - Using methods to implement and follow up decisions.

- Demonstrate the skills used in intensive individual counseling, group counseling, and therapy situations by:

  - Describing the cues which can be used to assess state (emotional, physical, etc.).
  - Distinguishing between techniques appropriate for group and individual counseling or therapy.
  - Describing the cues which can be used to determine the effectiveness of counseling.
  - Demonstrating skills which support professional counseling.
  - Using special techniques in group counseling to develop group solidarity, to deal with group conflict resolution, and to elicit self-disclosure, etc.
  - Using cues to help understand group processes and interaction.
  - Demonstrating skills used as support for professional counseling.

FINANCIAL MANAGER

Managing finances involves responsible allocation and monitoring the use of personnel, time, and resources so as to exercise control of money and resources for a family or for an organization, program or activity.

As a financial manager, I can:

- Plan ahead and set monetary goals.
- Plan and prepare budgets using:
    - Fund budgeting.
    - Program budgeting.
    - Other budgeting techniques. (Specify) ____________________
- Budget existing funds.
- Present the rationale and justification for a budget.
- Maintain family financial records.
- Understand and interpret a budget.
- Prepare budget projections based on historical analysis and cost trends.
- Prepare cost estimates from data about the utilization of personnel, time, and materials.
- Establish procedures to monitor income and expenditures.
- Establish procedures (incentives, etc.) which encourage fiscal responsibility.
- Monitor income and expenses so as to exercise fiscal control or, when necessary, adjust existing budgets.
- Demonstrate a knowledge of basic bookkeeping techniques.
- Demonstrate a knowledge of basic accounting procedures.
- Apply appropriate accounting and/or bookkeeping techniques in maintaining financial records.
- Establish and maintain fiscal records and procedures which will meet external audit and/or accountability requirements.
- Plan an investment program in keeping with family or organizational needs and objectives.
- Demonstrate knowledge of the fundamentals of investing by explaining which investments were made or considered and why.
- Demonstrate a knowledge of various types of investments and the advantages

and/or disadvantages of each: Stocks _____, Bonds _____, Money Market Instruments _____, and Other _____.

- Apply the "total return" concept to investments when appropriate.

- Monitor an investment program and evaluate its effectiveness in relation to:

  - Organizational or family needs.
  - Other investment programs.
  - Economic and market indicators.

- Select bank accounts, insurance policies, etc., that are the "best buys" which meet family or organizational needs.

- Establish work flow and work load procedures.

- When income and cash flow analyses indicate that it is appropriate, plan and execute appropriate short-term investments.

- Conduct salary administration and performance reviews for paid workers.

- Establish and maintain quality control procedures for individuals and products.

- Train others in financial management procedures (see Teacher/Trainer for related skills).

- Determine prices on the basis of cost and overhead factors when a product or service is sold.

- Discuss the social implications of investment decisions (how company policies can affect the environment, minorities, women, etc.) and decide if an investment is appropriate to the philosophy of my organization.

- Know how to obtain information about both the economic condition and the activities of a company before making an investment decision and/or voting proxies.

- Demonstrate my skills as a consumer or monitor of consumption (see Consumer Economics Specialist).

- Demonstrate my knowledge of laws which can affect family or organizational finances by:

  - Describing laws related to family finances and such circumstances as death, divorce, child support, etc.
  - Describing bankruptcy laws and procedures.
  - Describing home/business laws and procedures.
  - Describing laws related to income taxes, social security taxes, etc., and using them to maximize savings and/or income.
  - Describing social services legally available from the government or service agencies and the process of obtaining them.

- Demonstrate my knowledge of real estate by:

    - Discussing the (dis)advantages of (long- and short-range) buying, renting, condominium owning, etc.
    - Evaluating a neighborhood's appropriateness to family needs.
    - Knowing how to evaluate structure, plumbing, wiring, sewage, etc., when selecting a house or apartment.

- Evaluate a real estate purchase by:

    - Describing how to obtain information on taxes, loans, zoning, forecasted real estate charges, etc.
    - Discussing the relative importance of these factors.

- Prepare and defend income tax returns.

FUND RAISER

Fund raising is the development of a system of financial support for an organization, program, or activity.

In my work as a fund raiser, I can:

- Assess needs so as to determine what financial support is required (see Problem Analyst/Researcher for related skills).
- Plan a fund-raising activity, including:
    - Identifying objectives and specific goals.
    - Identifying potential sources of funds from:
        - Government (local, state, federal).
        - Business and industry.
        - Foundations.
        - Individuals.
        - Other organizations.
    - Selecting methods and strategies appropriate both to organizational image and potential funding sources.
    - Estimating requirements for people, materials, and time.
    - Estimating cost of a fund-raising effort.
- Demonstrate knowledge and understanding of the code of ethics regarding fund raising.
- Demonstrate knowledge and understanding of tax laws and other regulations which affect fund raising.
- Utilize the tools of fund raising by:
    - Demonstrating knowledge of resources such as foundation directories, directories of government programs, etc.
    - Demonstrating a knowledge of financial management (see Financial Manager).
    - Demonstrating knowledge of proposal preparation skills (see Problem Analyst/Researcher for related skills).
    - Demonstrating knowledge of techniques in preparing promotional materials (see Public Relations/Communications Worker for related skills).
    - Demonstrating an understanding of the motivations and needs involved in contributing to a group, organization, or program and methods to build on these.
- Administer a fund-raising program, including:
    - Selecting or recruiting staff and workers.
    - Training others in fund-raising techniques (see Teacher/Trainer for related skills).
    - Determining strategy.
    - Determining the target group.
    - Making work assignments and monitoring progress.

  - Setting and communicating the goal.
  - Coordinating multifaceted efforts.
  - Assessing and reporting on progress.
  - Modifying plans to meet changing circumstances.

- Raise funds by selling a product or service, including:

  - Selecting products or services to sell which are appropriate to the organization/agency image.
  - Selecting a clientele or target population.
  - Researching cost/benefit factors for alternative products, services, and delivery systems (see Financial Manager).
  - Planning and monitoring product or service delivery.
  - Selecting and recruiting sales personnel.
  - Training sales personnel.
  - Selecting sites, territories and/or locations for sales on the basis of clientele, cost, etc.
  - Determining if sales permits, leases, etc., will be needed and obtaining them.
  - Planning and implementing methods to monitor personnel, money, and materials (see Financial Manager).
  - Planning and implementing publicity for the product or service (see Public Relations/Communications Worker).
  - Maintaining records which will help others planning similar sales programs in the future.
  - Developing techniques or procedures for return or repayment of products, on sale or slow-moving products, etc.

- Raise funds by staging a special event, including:

  - Selecting the type of event which will be appropriate to organization/agency image.
  - Deciding if the event should be targeted to a specific clientele or to the general public.
  - Determining the cost/benefits of alternative types of events.
  - Planning and implementing publicity (see Public Relations/Communications Worker).
  - Organizing a plan for staging the event.
  - Selecting and recruiting individuals to work on various types of tasks and activities.
  - Training staff and participants (see Teacher/Trainer).
  - Obtaining and organizing materials.
  - Determining if permits and permission will be needed and obtaining them.
  - Selecting sites and locations for the event on the basis of factors such as target population, cost, etc.
  - Monitoring the work of staff.
  - Keeping records that will be of use to others planning similar special events.

- Raise funds from government, corporations, and/or foundations by:

  - Researching special interests of potential funding sources (see Problem Analyst/Researcher).

  - Preparing a proposal.
  - Contacting appropriate funding sources.
  - Promoting a proposal, project, or special need.
  - Preparing reports which demonstrate the organization or agency's accountability to the funding agency.

- Raise funds from the public through a campaign, including:

  - Planning the campaign theme and organizational strategy.
  - Recruiting workers for different levels of responsibility and different kinds of tasks.
  - Training and motivating workers (see Teacher/Trainer).
  - Preparing materials to be used in the campaign (see Public Relations/Communications Worker).
  - Monitoring the progress of the campaign.
  - Revising staffing and strategy to deal with emergencies or with inadequate public response.
  - Preparing reports which will be of assistance to others planning similar campaigns in the future.

GROUP LEADER

The leader of a youth group or a serving organization devises and implements programs which help people to develop and learn.

In my work as a group leader, I can:

- Articulate the philosophy of the organization or sponsoring group.
- Describe how the components of the program relate to organizational philosophy.
- Demonstrate a knowledge of human growth and development (see Child Care Specialist).
- Demonstrate a knowledge of theories of learning (see Teacher/Trainer).
- Demonstrate a knowledge of teaching methods and materials. (Specify areas) ________________________________
- Select activities which will help people learn desired skills and attitudes.
- Determine the cost/effectiveness of alternative program components (see Financial Manager).
- Plan and coordinate a group program, including:
  - Defining program objectives.
  - Involving group members in program planning.
  - Selecting activities which will most efficiently lead to meeting the program objectives.
  - Selecting activities which are most appropriate for the age, background, and experience of group members.
  - Preparing program materials.
  - Determining the budget for the program.
  - Deciding on methods to evaluate the program.
- Administer a program, including:
  - Selecting and/or recruiting others for various responsibilities.
  - Training other adults as leaders or assistants (see Teacher/Trainer).
  - Helping group members take on leadership roles within the organization.
  - Working with members of the supervising board or agency.
  - Determining the effectiveness of various program components in meeting organizational goals.
  - Assessing the effectiveness of other leaders.
  - Organizing committees to carry out tasks.
  - Keeping records of individual and group progress.
  - Keeping budget and financial records (see Financial Manager).
  - Coordinating activities of various groups.
  - Securing financial resources (see Fund Raiser).
- Direct a group, including:

  - Organizing and conducting meetings.
  - Teaching activities such as: games, crafts, music, dance, dramatics, health and safety, art, outdoor/camping skills (see Recreation Worker).
  - Teaching citizenship, interpersonal skills, and democratic processes.
  - Demonstrating a knowledge and use of techniques and equipment specific to the organization's program.

- Abide by an organization's standards.

- Provide guidance and counseling to people when appropriate (see Counselor).

- Use appropriate techniques to deal with interpersonal problems.

- Use audiovisual equipment.

- Provide leadership for a youth group, including:

  - Demonstrating a knowledge of children's games (see Recreation Worker).
  - Storytelling, including demonstrating a knowledge of children's literature (see Library Assistant).
  - Demonstrating a knowledge of safe procedures for children's activities.
  - Describing how youth groups serve as socializing agents.

- Identify, use, or refer people to other groups or resources in the community that can supplement the group program (see Community Resources Specialist).

HEALTH CARE WORKER

A health care worker is responsible for providing in a home, hospital, or other institution, under the supervision of a medical care professional, services that will meet the physical and emotional needs of persons who have been injured in an accident, or who are physically or mentally ill due to acute or chronic disease, handicap, or other causes.

As a health care worker, I can:

- Provide a safe environment for a patient, including:
    - Installing special equipment where needed (e.g., shower bars, bed rails, etc.).
- Provide for the physical and emotional comfort of a patient.
- Provide for adequate substitute care when I am unavailable.
- Identify and fill the special nutritional needs of patients who are acutely ill and/or convalescing, including:
    - Planning and preparing meals to maximize nutritional value.
    - Following special diets and preparing special meals as required by the patient's condition.
    - Enhancing the appearance of food so as to stimulate a lagging appetite.
    - Supervising a patient's adherence to special diets.
- Provide for effective medical care for the patient, including:
    - Securing appropriate professional medical advice when needed.
    - Obtaining emergency medical treatment as necessary.
    - Performing routine home nursing procedures.
    - Transporting the patient to health facilities.
    - Practicing preventive medicine.
    - Knowing how to perform first aid if necessary.
    - Administering medication as directed by medical practitioners.
    - Knowing and recognizing symptoms of change or complication of a patient's condition.
    - Changing dressings.
    - Administering enemas or douches.
- Maintain hygienic conditions for the patient, including:
    - Keeping the patient's surroundings clean and germ free.
    - Regularly laundering clothing and bed linens.
    - Helping the patient with personal grooming--bathing, hair care, mouth and tooth care, nails.
    - Changing bed linens without unduly disturbing the patient.
- Identify and appropriately use resources in the community which may enrich the life of the patient, including:
    - Public services (visiting nurse association; meals for the elderly;

  transportation to public facilities, institutions, and events; Medicare and Medicaid; recordings for the blind, etc.).
  - Individual services (large-print newspapers and books, home hair care and grooming, home-bound teachers, etc.).

- Document patient progress as needed, including:

  - Using a thermometer to assess temperature fluctuations.
  - Knowing and noting symptoms of change in the patient's state.
  - Keeping records of medication given and noting side effects, if any.

- Recognize and provide for the psychological and social needs of the ill and/or elderly, including:

  - Dealing with anxiety, depression, loneliness, and fear.
  - Providing moral support.
  - Knowing when to allow visitors and when not to.
  - Dealing openly and honestly with illness and/or the possibility of death.

- Respect and observe precautions concerning confidentiality of patients and patient histories.

- Follow orders and accept supervision from health care professionals. •

- Act as a courier between various departments of the institution.

- Learn and apply the rules of a specific institution in:

  - Greeting patients and visitors.
  - Answering telephones.
  - Providing information.
  - Maintaining and handling records.
  - Escorting patients.
  - Operating equipment (wheelchairs, stretchers, elevators, etc.).
  - Using special terminology and abbreviations.
  - Entering patient's or treatment rooms.
  - Directing questions to appropriate sources.
  - Discharging patients.

- Provide support and guidance to patients and their families under the supervision of a member of the religious ministry (see Counselor).

  - Plan for and help the patient enjoy appropriate exercise and recreation.
  - Encourage and aid in the development of self-sufficiency for the patient within the limits of his/her illness.

- Maintain needed supplies for the patient, including:

  - Keeping medicine and first aid supplies on hand.
  - Shopping for personal items required by the patient.

- Provide general assistance in the emergency room, including:

  - Assisting professional staff in giving personal and individual attention to patients.
  - Providing support to patients' families.
  - Holding patients for suturing, intravenous medications, and injections.
  - Transporting patients to other parts of the institution via stretcher or wheelchair.
  - Keeping equipment closets and cabinets well stocked.

- Provide general assistance in the out-patient department, including:

  - Meeting patients.
  - Alerting appropriate personnel when emergencies occur.
  - Filling out initial information sheets.
  - Escorting patients to treatment.
  - Filing and pulling charts.
  - Performing errands for the patient's family, making phone calls, watching children, offering coffee.
  - Avoiding interference with professional staff activities.

- Deliver flowers to patients and maintain flowers in proper condition (see Horticulturist/Floral Designer).

- Distribute and collect menus and help patients to select meals.

- Assist in the pharmacy by:

  - Helping to salvage unused medications.
  - Packaging medicines.
  - Performing stock control activities: filing, checking, and verifying stock.

- Provide recreational activities for patients, including:

  - Yoga.
  - Indoor gardening.
  - Grooming.
  - Arts and crafts projects.
  - Sports.
  - Drama.

- Set up and maintain libraries or magazine collections for patients (see Library Assistant).

- Assist in the hospital laboratory, including:

  - Caring for laboratory animals (see Animal Care Specialist).
  - Conducting laboratory procedures under the direction of the professional staff (prepare slides, prepare samples for analysis, etc.).
  - Recording the results of laboratory tests and procedures.

- Organize, supervise and maintain a playroom for young patients.

- Care for a patient promptly and efficiently at the scene of an accident, including:

  - Analyzing the situation and recognizing the potential problems.
  - Setting priorities under stress.
  - Attending to life-threatening emergencies first.
  - Providing for the safety and protection of the patient and caring for injuries.
  - Searching for medical identification information.

- Control an accident scene, including:

  - Examining the patient for injuries.
  - Removing the patient from life-threatening situations.
  - Exercising care in handling an ambulance.
  - Dealing with bystanders, and taking history from bystanders if necessary.
  - Assuming a subordinate role if physician is present.
  - Correcting life-threatening problems and immobilizing injured parts.
  - Extricating the patient so as to minimize damage to injured parts.
  - Responding to patient's and family's needs for comfort and reassurance.

- Provide safe and efficient transport and continuing care of the patient on the way to the hospital, including:

  - Driving emergency vehicle carefully to minimize disturbance to patient.
  - Knowing and abiding by laws and traffic regulations pertaining to ambulances.
  - Knowing efficient routes and alternate routes to the hospital.
  - Making proper use of lights and sirens.
  - Riding in compartment with patient.
  - Continually observing and protecting patient.
  - Administering care as indicated or instructed (see Transportation Specialist).

- Provide orderly transfer of patient and patient information to hospital emergency department, including:

  - Communicating vital information.
  - Delivering patient to emergency department.
  - Alerting emergency room to potentially high priority situations.
  - Assisting emergency department staff as requested.
  - Complying with hospital regulations.

- Perform communication functions, including:

  - Dispatching ambulances.
  - Requesting additional resources (police or fire).
  - Alerting emergency room personnel of arrival and condition of patient.
  - Operating radio communications equipment.
  - Following Federal Communications Commission (FCC) regulations concerning equipment.

- Keep records and make reports, including:

  - Interrogating patient, relatives, bystanders.
  - Providing information to medical staff and/or police regarding state of patient and circumstances surrounding accident.

- Perform basic life-support functions, including:
    - Treating shock.
    - Treating trauma and burns.
    - Applying splints and bandages.
    - Performing cardiac resuscitation.
    - Using airway adjuncts.
- Diagnose and treat medical emergencies:
    - Epileptic seizures.
    - Traumatic shock.
    - Insulin shock.
    - Hemorrhaging.
    - Poisoning.
    - Heart attack.
    - Childbirth assistance.
    - Psychiatric emergencies.
- Care for emergency vehicle and equipment, including:
    - Maintaining vehicle in a state of readiness.
    - Replenishing supplies.
    - Decontaminating and cleaning equipment routinely after use.

HOME MAINTENANCE TECHNICIAN

A home maintenance technician cares for a home and for the equipment in it.

As a home maintenance technician, I can:

- Manage the overall maintenance of my home, including:

- Assessing what needs to be done.
- Determining the costs and time involved, including the consequences of postponing the work.
- Giving priority to tasks and determining the best sequence when several tasks must be undertaken.
- Determining which tasks I can do.
- Selecting people to make other repairs on the basis of:
    - Information from others, reputations of workers.
    - Cost and time estimates.
    - Inspection of other work which the repairer has done.
- Inspecting home maintenance work and determining if it was/is done properly.
- Knowing how to take legal recourse if repairs are improperly or poorly done.
- Knowing how to take legal recourse if the owner of a building in which I am a tenant fails to keep it adequately maintained.

- Demonstrate my knowledge and skills in carpentry and construction, including:

- Designing projects to build:
    - Toys.
    - Furniture.
    - Built-ins and/or cabinets.
    - Rooms and/or other house additions.
- Executing projects by:
    - Building toys.
    - Making furniture.
    - Making built-ins and/or cabinets.
    - Adding onto a house or other room changes.
    - Planning for house remodeling.
    - Remodeling a house.
    - Drawing up construct blueprints and layouts.
    - Interpreting construct blueprints and layouts.
    - Selecting appropriate materials for construct or remodeling.
    - Paneling a wall.
    - Installing ceiling tiles.
    - Installing a fireplace.
    - Replacing/rehanging a door.

  - Selecting and installing woodwork, wood trim, and wood mouldings to create an architectural effect.
  - Applying caulking and/or weather stripping.
  - Selecting appropriate insulation and/or energy conserving materials for use in construction or remodeling.
  - Installing insulation.
  - Identifying different kinds and qualities of woods.
  - Knowing what types and qualities of wood are best for various construction uses.
  - Demonstrating proper care and use of carpentry tools.
  - Selecting the appropriate carpentry and construction tools for a job.
  - Installing kitchen cabinets and/or counter tops.
  - Being alert to the accident hazards around construction and taking accident prevention measures.

- Demonstrate my knowledge and skills in masonry work, including:

  - Installing tiles in a bathroom, on a kitchen counter, or for flooring.
  - Making a cement walk, terrace, or driveway.
  - Making or repairing a flagstone, cement block, or brick walk, floor, or terrace.
  - Making or repairing a stone, cement block, or brick wall or fence.

- Apply putty around loose panes of glass.

- Replace broken panes of glass.

- Repair or replace flooring, including:

  - Installing carpet tiles or vinyl/asphalt floor tiles.
  - Installing sheet vinyl, asphalt, or linoleum flooring.
  - Installing wall-to-wall carpeting.
  - Installing parquet or hardwood floors.
  - Refinishing hardwood floors.
  - Installing ceramic tile, quarry tile, flagstone, or brick floors.

- Make mechanical repairs on household items.

- Make or repair fences and other outdoor features, including:

  - Selecting the most appropriate materials for fences and outdoor features.
  - Sealing or resurfacing an asphalt (blacktop) driveway or walk.
  - Designing and/or drawing plans for fences, walkways, and other outdoor features.
  - Making an asphalt (blacktop) walkway.
  - Using railway ties, cement blocks, bricks, etc., to edge walks, create steps, or make raised flower beds.
  - Making or repairing wire fencing.
  - Making or repairing wooden fencing.

- Demonstrate my knowledge and skill in making electrical repairs, including:

  - Preventing problems in the electrical system and appliances.

  - Diagnosing electrical problems.
  - Correcting problems in the electrical system and appliances by:

    - Replacing batteries, light bulbs, and fuses correctly.
    - Replacing TV tubes.
    - Installing a TV or hi-fi antenna.
    - Installing a TV or hi-fi signal splitter.
    - Rewiring lamps, plugs, and/or small appliances.
    - Rewiring, installing, or replacing electrical switches, outlets, fixtures, or wiring.

  - Making proper use of electrical repair equipment and diagnostic instruments.
  - Observing safety procedures when working with electricity.
  - Building a radio, intercom, stereo, or TV from a kit.
  - Assembling and installing an electronic burglar alarm from a kit.
  - Knowing what to do when an emergency problem occurs with the electrical system or an electrical appliance.

- Cope with problem insects and pests, including:

  - Preventing household pest and insect problems.
  - Diagnosing evidence of pest and insect problems.
  - Selecting the best pest or insect control technique for a given problem.
  - Using pesticides and/or insecticides safely and correctly.
  - Exterminating when necessary:

    - Rodents (mice, rats, etc.).
    - Insects (ants, roaches, termites, etc.).

- Demonstrate my knowledge and skill in making plumbing repairs, including:

  - Preventing problems in the plumbing system.
  - Diagnosing problems in the plumbing system.
  - Correcting plumbing problems by:

    - Replacing washers, gaskets, etc.
    - Using a "plumber's friend" or other techniques to clear blocked plumbing.
    - Adjusting or replacing a toilet flush mechanism.
    - Removing items from drain traps.
    - Replacing faucets, shower heads, etc.
    - Repairing/replacing leaky pipes.
    - Using shut-off valves to prevent plumbing emergencies.
    - Making proper use of plumbing tools.
    - Observing safe procedures when working with plumbing.

- Demonstrate my knowledge and skill in papering, painting, and plastering including:

  - Selecting the most appropriate wall covering for a given use, location or problem.
  - Selecting the correct paint for a given use, location or problem.

- Selecting equipment best suited for applying different types of paints and/or for different surfaces.
- Applying paint using a brush, roller, or spray.
- Maintaining painting equipment.
- Using spackle or other materials to repair or patch walls or ceilings.
- Constructing a wall or ceiling using dry-wall (plasterboard).
- Constructing a wall or ceiling using plaster or stucco.

HOME PLANNER AND DESIGNER

A home planner and designer selects a house or apartment, plans the furnishings and decor, and carries out or arranges for and oversees the implementation of these plans.

As a home planner and designer, I can:

- Select living quarters which meet family tastes and needs, taking into account:
  - Location (access to schools, work, shopping, recreation, family and friends, freedom from hazards, noise, problems, etc.).
  - Cost (mortgage, rent, taxes, owner's fees, etc.).
  - Availability of services and utilities.
  - Design.
  - Structural quality.
  - Room arrangement and traffic flow.
  - Number and types of rooms.
- Develop a plan for interior design by:
  - Analyzing the physical elements to be considered in planning and decorating a room (dimensions, placement of windows, heating system, etc.).
  - Analyzing the nonphysical elements to be considered in home design (use by children, aged, or handicapped; cleaning, and preservation of decor; flexibility, family values, etc.).
  - Analyzing how resources currently available can best be used (existing furniture, carpeting, accessories, etc.).
  - Determining possible changes or additions and the cost and consequences of each.
- Develop a multistage decorating plan if resources are not available to implement all desired changes.
- Apply principles of color, texture, and design in home decorating.
- Create original home designs.
- Describe and demonstrate how color, light, and space can be used to alter room appearance.
- Identify aesthetic guidelines for evaluating and planning home design (balance, proportion, etc.).
- Research products or materials with which I am unfamiliar (see Problem Analyst/Researcher).
- Research architectural and home furnishing styles of historical or regional interest (see Problem Analyst/Researcher).
- Prepare scale drawings of a room or house for use in decorating or in historical restoration (see Artist/Craftsperson).

- Identify resources which can aid me in restoring an older home or in assessing the value of a new one.

- Determine furniture needs.

- Restore, refinish and recycle furniture (see Home Maintenance Technician).

- Arrange furniture in an attractive and functional manner.

- Select upholstery or slipcovers for furniture, taking into consideration:

  - Cost.
  - Durability.
  - Ease of maintenance.
  - Color, texture, and style.

- Upholster furniture (see Clothing and Textile Specialist).

- Make slipcovers (see Clothing and Textile Specialist).

- Evaluate quality when selecting household goods and furniture (see Consumer Rights Specialist).

- Determine floor treatments and floor-covering needs.

- Finish and refinish wooden floors (see Home Maintenance Technician).

- Select rugs, carpets and other floor coverings, taking into consideration:

  - Cost.
  - Existing condition of the floor.
  - Durability.
  - Ease of maintenance.
  - Color, texture, and style.
  - Noise levels and need for noise control.
  - Traffic flow in area.

- Install linoleum, vinyl tile, or similar floor coverings (see Home Maintenance Technician).

- Install wall-to-wall carpeting or carpet tiles (see Home Maintenance Technician).

- Determine wall treatments.

- Select paint, wallpaper, or other wall treatments, taking into consideration:

  - Cost.
  - Existing condition of the walls.
  - Durability.
  - Ease of maintenance.
  - Color, texture, and style.

  - Noise levels and need for noise control.

- Paint a room (see Home Maintenance Technician).

- Wallpaper a room (see Home Maintenance Technician).

- Panel a room (see Home Maintenance Technician).

- Select ceiling treatment taking into consideration:

  - Cost.
  - Existing condition of the ceiling.
  - Ease of maintenance.
  - Color, texture, and style.
  - Noise levels and need for noise control.

- Install ceiling tiles (see Home Maintenance Technician).

- Manage yard and garden care (see Horticulturist/Floral Designer).

- Manage the redecoration of a room or home:

  - Determine which tasks I can do.
  - Select people to do the work.
  - Negotiate contracts with workers or suppliers.
  - Read and interpret contracts and warranties (see Civil/Legal Rights Worker).
  - Explain my legal recourse if the work is improperly done, if furniture or goods are faulty, etc. (see Consumer Economics Specialist, and Civil/Legal Rights Worker).
  - Prepare cost estimates for work to be done.
  - Determine the best means of financing the redecoration (see Consumer Economics Specialist, and Financial Manager).
  - Keep accurate records of work and payments.

- Identify and correct conditions in the home which are fire or safety hazards.

- Prevent home conditions which increase the potential for fire (worn wiring, spilled flammable liquids, etc.).

- Select household goods and products that do not present hazards.

HORTICULTURIST/FLORAL DESIGNER

A horticulturist/floral designer is concerned with the practical aspects of growing (procuring, planting, maintenance, etc.) trees, fruits, vegetables, flowers, and ornamental plants.

As a horticulturist/floral designer, I can:

- Demonstrate my knowledge of the environmental influences which affect plant growth by:

  - Describing the properties of various kinds of soil including:

    - How to test the soil.
    - How to change soil properties.
    - How to identify plants which need or provide various soil properties.
    - How to improve soil drainage or prevent erosion.
    - How to get assistance with soil problems.
    - How to mix fertilizers appropriately.
    - How to prepare compost or alter the soil properties organically.
    - How to prepare soil prior to planting.
    - How to maintain soil after the growing season--if outdoors.
    - How to use the tools frequently needed in all soil work.

  - Describing methods of providing an optimum environment for the various kinds of plants I grow (moisture in the air, lighting, temperature, etc.).
  - Describing methods of protecting plants from the adverse effects of environmental influences which I can't alter.

- Demonstrate my knowledge of the biological functioning of plants by:

  - Naming all the parts of various kinds of plants and the function they serve for the plant.
  - Describing the process by which a plant gets its nourishment.
  - Describing the process of regeneration for various kinds of plants.
  - Describing the classification system used in ordering plants into groups.

- Demonstrate my knowledge of planting and transplanting procedures by:

  - Identifying the special care to be taken while transporting and transplanting a tree, shrub, or plant.
  - Describing the qualities of a plant to be considered prior to purchasing or transplanting.
  - Describing the growing season of various plants and how to determine when and where to plant seeds or seedlings.
  - Selecting appropriately between the varieties of plants or seeds available to me.
  - Demonstrating planting techniques.
  - Selecting containers appropriate for various types of ornamental and/or indoor plants.

- Demonstrate my knowledge of hazards affecting plants and how to remedy them by:
    - Describing the differences between animals and insects which are harmful to the plants I grow and those which directly or indirectly help the plants (bees and cross-pollination, lady bugs which eat aphids that eat leaves, etc.).
    - Detecting and diagnosing plant damage effectively.
    - Preventing damage to plants from insects and animals by using organic and/or inorganic methods.
    - Using various methods of weed control.
    - Describing the cost/effectiveness aspects of the various methods of insect and weed control described above.
    - Describing the resources available to me to obtain assistance with these kinds of problems.
    - Using and explaining any tools or materials used in pest or weed control.

- Demonstrate my knowledge of plant maintenance by:
    - Arranging my resources to allow for optimum plant maintenance.
    - Diagnosing a need for a change in maintenance procedures and proceeding to test my diagnosis.
    - Providing the care that different plants need for optimum growth.
    - Harvesting effectively.

- Demonstrate my knowledge of a particular method, or part of a method, for growing or caring for plants (organic gardening, creating hybrids, etc.).

- Demonstrate my in-depth knowledge of a particular kind of plant and its care.

- Demonstrate my knowledge of harvesting vegetables, fruits, and flowers.

- Demonstrate my knowledge of proper care for plant products (flowers once they have been cut; vegetables once they have been harvested).

- Demonstrate knowledge and techniques of plant pruning to facilitate growth and/or flowering under the following circumstances:
    - During the different seasons.
    - After transplanting.
    - For ornamental effects.

- Demonstrate my knowledge and skills as a landscape architect, including:
    - Evaluating and planning growing space based on needs and use.
    - Selecting trees, plants, paving, etc., appropriate to the site and use.
    - Changing outdoor areas in accordance with changing capabilities for care and maintenance.
    - Changing outdoor areas in accordance with changing use.

  - Evaluating plants, trees, shrubs, etc., before purchase, for their suitability to climate, location, growing conditions, etc.
  - Determining the cost of implementing and maintaining a given landscape plan.

- Apply principles of color, texture and design in floral arranging.

- Identify the aesthetic guidelines for planning floral arrangements (balance, proportion, etc.).

- Identify common plants and flowers and give their correct names.

HUMAN RESOURCES SPECIALIST

Human resources management involves allocating and monitoring the utilization of people, their time and their talents, within an organization, program, or activity.

As a human resources specialist, I can:

- Determine the number and type of individuals and the amount of time needed to accomplish a given task or activity.
- Prepare a staffing plan and present the rationale for it.
- Prepare staffing need projections on the basis of historical data and analysis.
- Prepare staffing need projections on the basis of problem survey data (see Problem Analyst/Researcher).
- Explain the relationship between a particular job and organization/agency/program mission (see Teacher/Trainer).
- Prepare cost estimates for the use of personnel and their time (see Financial Manager).
- Determine the cost/effectiveness of alternative plans for personnel allocation.
- Select and/or recruit individuals for a variety of jobs.
- Prepare job descriptions.
- Prepare advertisements to recruit personnel (see Public Relations/ Communications Worker).
- Target advertisements toward paid and/or volunteer workers.
- Demonstrate an understanding of the needs and motives which lead people to take part in volunteer work.
- Arrange for and/or conduct the organizational socialization of personnel (see Teacher/Trainer).
- Arrange for and monitor the job training of personnel (see Teacher/ Trainer).
- Demonstrate a knowledge of the psychological principles which govern people's behavior in work situations.
- Establish and maintain procedures to monitor work quality and quantity.
- Monitor the quality and quantity of work performed by individuals and/or task groups.

- Counsel with workers who are not performing up to organizational standards.
- Develop and use techniques which will minimize conflicts between paid and volunteer workers.
- Demonstrate the ability to use appropriate techniques to solve interpersonal problems (see Counselor).
- Use recognition or other psychic rewards to keep volunteer workers involved and productive.
- Help volunteers see the relevance of their organization/agency experience to their long-range career goals and/or personal development.
- Develop and maintain a system of evaluative records of job performance.
- Help supervisors deal with personnel problems.
- Maintain time and salary records for paid workers.
- Conduct salary administration and performance reviews for paid workers (see Financial Manager).
- Conduct performance reviews for volunteer workers.
- Handle outplacements and terminations.
- Train others in personnel management (see Teacher/Trainer).
- Understand and keep informed about labor laws (such as Taft-Hartley).
- Review and keep up-to-date on changes in state and federal laws for employee compensation and benefits.
- Develop an affirmative action program and monitor compliance.
- Plan and implement programs for staff development.
- Plan and monitor a retirement program.
- Deal with employee relations problems and develop programs to meet employee relations needs.
- Plan and implement personnel policies and review them regularly for needed changes.

LIBRARY ASSISTANT

A library assistant helps library users and assists the library staff in technical services.

As a library assistant, I can:

- Develop and/or maintain current files of special materials, such as:
  - Newspaper clippings.
  - Magazine articles.
  - Pictures.
  - Informal reports of local and community groups.
- Use and maintain audiovisual equipment, such as:
  - Slide projector.
  - Film projector.
  - Tape recorder.
  - Record player.
  - Microfiche/microfilm reader/printer.
  - Videotape machine.
- Direct others in the use of audiovisual equipment, such as:
  - Slide projector.
  - Film projector.
  - Tape recorder.
  - Record player.
  - Microfiche/microfilm reader/printer.
  - Videotape machine.
- Use data processing equipment to check out/check in materials, identify overdue materials, etc.
- Assist librarian in purchasing and processing library materials, such as:
  - Typing purchase orders, catalogue cards, etc.
  - Checking invoices on new orders.
  - Processing incoming orders.
  - Reproducing (photocopying) catalogue cards, orders, etc.
  - Alphabetizing, sorting and filing catalogue cards, orders, etc.
  - Putting library plate, card pockets, etc., in new materials.
- Assist with the circulation of library materials, including:
  - Checking out materials.
  - Locating special materials and placing them on reserve.
  - Issuing and/or checking library users' cards.
  - Preparing overdue notices.
  - Sorting and shelving books.
  - "Reading the shelves" to see that materials are in proper location.
  - Reviewing the circulation record of materials to help in decisions about "weeding out" the collection.

  - Making an inventory of materials to identify items that may be missing or misfiled.
  - Inspecting books for wear/damage/need of replacement.

- Help with user services, including:

  - Providing information on library services, facilities and rules.
  - Answering questions that involve fact-finding in standard reference sources.
  - Helping users locate materials by use of the card catalogue.

- Work with preschool-age children, by:

  - Storytelling.
  - Using puppets.
  - Using audiovisual materials.
  - Reading aloud.

- Work with school-age children, including:

  - Helping them to differentiate between materials which promote learning and those which provide enjoyment only.
  - Helping them learn how to carry out library research.
  - Helping them learn how to select materials appropriate for their age, reading ability, and interests.

- Develop displays and special exhibits, including:

  - Seasonal/holiday.
  - Community events.
  - Ethnic/cultural heritage.
  - Special interests (arts, crafts, hobbies, travel, etc.).
  - Library programs, activities, services.

- Develop posters, leaflets and other brochures about library programs and services.

- Organize and maintain materials by:

  - Indexing local newspapers.
  - Repairing/re-covering books.
  - Filing newspapers and periodicals.
  - Recording books, articles, etc., on tape.

- Demonstrate knowledge in the use of office equipment, such as:

  - Typewriter.
  - Xerox.
  - Mimeograph.
  - Duplicating machine.

- Determine the needs of library users and refer them to the appropriate materials:

  - Reference books.
  - Books on specific subjects.
  - Children's books.
  - Periodicals.
  - Audiovisual materials.
  - Vertical file materials.
  - Special collections.

- Analyze the appropriateness of library materials for:

  - Children of different ages.
  - Individuals with handicaps:

    - Visual.
    - Hearing.
    - Physical.
    - Mental.
    - Individuals with limited ability to read/speak English.

- Evaluate the appropriateness of nonprint materials (films, records, etc.) for specific groups and/or activities.

- Demonstrate my sensitivity to and awareness of community attitudes and concerns when planning.

- Assist parents, teachers and others working with children in selecting appropriate materials.

- Assist individuals with handicaps (e.g., visual) in locating and using special library materials which will meet their needs.

- Assist with programs and workshops for library volunteer programs:

  - Reading Is Fundamental.
  - Literacy volunteers.
  - Friends of the library.

- Assist with the development of bibliographies or other lists of library materials on selected topics.

MUSEUM ASSISTANT

Museum assistants describe and discuss museum exhibits with groups of individuals to improve understanding of what is being seen. They may work in art galleries or museums; in historical buildings, museums, reconstructions, or parks; in science or natural history museums; or in zoos. Other types of museum staff assistants may work in preparing, preserving, or restoring materials for display, in caring for plants or animals, in performing tasks or activities as part of the museum's demonstrations, or in conducting research.

As a museum assistant, I can:

- Plan and prepare a lecture-tour for children and/or adults.
- Translate information and facts to a level of understanding appropriate to the background and experience of the audience.
- Deliver a lecture-tour without notes but following a suggested outline.
- Modify the information given in a lecture-tour to suit children of various ages.
- Develop and use techniques which arouse curiosity and provide discussion during the lecture-tour.
- Demonstrate a knowledge of and the ability to use a library and other reference resources.
- "Read the nature" of a group during the first ten minutes of a lecture-tour and modify the remainder of the lecture-tour as appropriate.
- Know the criteria on which to judge a work of art.
- Plan a lecture-tour to meet specified educational objectives.
- Know the criteria on which to judge other lectures.
- Speak in public with confidence.
- Understand and be able to use techniques of group dynamics.
- Understand and be able to explain the policies of the organization or institution.
- Demonstrate my knowledge of:
    - Art history.
    - Art techniques (see Artist/Craftsperson).
    - World and/or national history.
    - State and/or local history.

- Plants (see Horticulturist/Floral Designer).
  - Animals (see Animal Care Specialist).
  - Science.
  - Other areas. (Specify) ______________________________

  ____

- Describe methods of research and investigation (see Problem Analyst/Researcher).

- Prepare museum support materials (see Public Relations/Communications Worker).

- Demonstrate my knowledge of teaching methods and materials (see Teacher/Trainer).

- Develop written materials for use in lecture-tours.

- Use audiovisual materials in conjunction with lecture-tours.

- Demonstrate craft techniques.

- Take part in "living history" depictions/demonstrations.

- Explain the reasons and purposes for museums, zoos, etc.

- Know how to care for living plants and/or animals which are part of the collection.

- Know how to care for and maintain the materials and equipment in the collection.

- Develop and maintain a library of materials relevant to my lecture-tour specialty.

- Train others to work as staff assistants (see Teacher/Trainer).

- Work with members of the professional staff and/or with members of the supervising board.

PERFORMING ARTS SPECIALIST

A performing arts specialist uses skills related to drama, music, or dance to produce or take part in plays, concerts, films, broadcasts and similar events.

As a performing arts specialist, I can:

- Perform before an audience with poise and self-confidence.
- Speak clearly and distinctly.
- Memorize a script, composition, or dance routine and respond to cues from others.
- Express feelings and emotions through body movement, voice inflection, or instrumental style and interpretation.
- Understand the ideas and feelings that an author, composer or choreographer is trying to convey and make them clear to others.
- Instruct others in the basic techniques of drama, dance, or musical performance (see Teacher/Trainer).
- Direct actors and other workers in producing a play, broadcast, or film.
- Select scripts, dances or musical compositions that are appropriate for my ability, the abilities of those performing with me, and/or the nature of the audience.
- Direct and conduct other musicians in a choir, band, orchestra, or dance group.
- Recognize, explain, and follow the symbols involved in musical interpretation.
- Explain the special characteristics of different musical instruments and consider their effects when composing or arranging.
- Apply musical theory in performing in or composing, arranging, or conducting for instrumental or vocal groups.
- Sight-read music.
- Create dance routines for myself or others.
- Move with rhythm and grace and in coordination with other performers.
- Demonstrate the basic steps or routines in one or more types of dancing (ballet, tap, etc.).

PROBLEM ANALYST/RESEARCHER

A problem analyst/researcher systematically assesses a topic or the current status and/or needs related to a problem, program or service to identify causal factors and possible solutions. The problem analyst/researcher usually collects original data; sometimes the problem analyst/researcher uses or reanalyzes data collected by others.

As a problem analyst/researcher, I can:

- Develop plan(s) for investigating the problem area.
- Identify and obtain information about:
  - The target populations affected by the problem.
  - The sources of power which can facilitate or block the implementation of change (see Advocate/Change Agent for related activities).
  - The existing programs, resources, and other factors which impact on the problem.
- Assess the impact of the preceding factors on the problem area by various data collection techniques such as interviewing, surveying, public discussions, etc.
- Compile a list of specific needs or problems within the problem area.
- Give priority to those needs and problems which are most important and practical to pursue.
- Define potential actions in terms of cost/effectiveness.
- Describe the problem area(s) for purposes of program development by:
  - Summarizing data for ease in interpretation.
  - Keeping records of contacts and resources.
- Describe the nature of organizational and community structures as they relate to the problem area and its potential solutions.
- Select problem area(s) relevant to organizational needs.
- Limit the research focus by:
  - Conceptualizing issues.
  - Defining variables.
  - Making operational relevant measures.
  - Identifying the unit of analysis.
  - Generating hypotheses.
- Collect background information by:

  - Locating information sources such as:
    - Written materials.
    - Data banks.
    - Interviews.
    - Surveys.
  - Summarizing past experience with problems.
  - Evaluating the utility of past efforts.

- Design research, by:
  - Selecting research design.
  - Selecting sampling techniques.
  - Selecting survey techniques.
  - Developing practical plans of identifying:
    - Needs.
    - Time.
    - Costs.
    - Personnel.

- Manage proposal development, by:
  - Locating potential sources of funding (see Fund Raiser).
  - Writing a proposal to include:
    - Background.
    - Design.
    - Time and cost estimates.
    - Expected outcomes.
    - Utility of research to the organization and to the larger society.
  - Meeting with funding agencies to promote the proposal.
  - Adapting proposal to meet requirements of funding source.

- Obtain data to:
  - Foster cooperation with community groups and/or relevant institutions and agencies to gain their support for the research.
  - Recruit and train data collectors.
  - Select appropriate data collecting instruments.
  - Design and validate new data collecting instruments.
  - Use appropriate sampling and survey techniques.
  - Monitor data collected for quality control.

- Obtain the informed consent of participants.

- Obtain data from existing information banks.

- Process data to:

  - Develop coding procedures.
  - Train coders.
  - Supervise coders for quality control.
  - Select and implement other data reduction procedures.
  - Develop computer programs appropriate for the research design.

- Analyze and summarize data by using:

  - Averages or other measures of central tendency.
  - Measures of dispersion or deviation.
  - Measures describing relations (correlations).
  - Other techniques of bivariate or multivariate analysis.
  - Tables or other means of categorical aggregation.
  - Graphs and charts.
  - Tests of significance.
  - Experimental effects analysis.
  - Nonexperimental causal analysis.

- Make inferences from data.

- Make conclusions and recommendations from data to:

  - Formulate planning recommendations.
  - Make recommendations for further study.
  - Develop policy recommendations.

- Write research report(s).

- Disseminate research results to appropriate groups.

PUBLIC RELATIONS/COMMUNICATIONS WORKER

Public relations and communications are used to increase knowledge and understanding of an organization, its products, and/or its program. Public relations/communications workers disseminate information to individuals and groups outside of the organization or agency. They also process information received from outside the organization.

In carrying out my work in public relations and communications, I can:

- Conceptualize communications and public relations programs which interpret the goals of the organization.

- Plan and develop a public relations program.

- Identify target audiences.

- Determine the communications technique(s) appropriate to each audience.

- Gather information by:

  - Conducting interviews.
  - Confirming facts.
  - Identifying trends.
  - Locating background data.

  (see Problem Analyst/Researcher.)

- Identify representatives of other organizations and of local, state and federal governments to receive information about organizational activities.

- Establish an interchange with appropriate representatives from:

  - Members of the target group.
  - Volunteer coordinating agencies.
  - Private and civic organizations.
  - Business, industry and professional groups.
  - Foundations.
  - Local government.
  - State government.
  - Federal government.

  (see Fund Raiser and Advocate/Change Agent.)

- Write the following:

  - News stories.
  - Feature stories.
  - Fact-sheets for editorial background.
  - Reports.
  - Speeches.
  - Scripts for radio/television.

  - Other materials describing the organization and its program for the public.

  (see Teacher/Trainer for internal publications.)

- Prepare audiovisual materials, videotapes, and/or films by:

  - Utilizing audiotape and/or videotape equipment.
  - Utilizing photographic equipment.
  - Directing acting, speaking, and filming.

- Prepare visual materials, such as:

  - Photographing events for news media or other publications.
  - Designing and preparing art work.
  - Designing displays and/or posters.

- Coordinate development of materials for production, such as:

  - Edit publications.
  - Edit films and/or tapes.
  - Design layouts.

- Work with printers, publishers, and/or producers.

- Work with mass media (press, radio, television) to:

  - Select optimum outlets for placement of material and identify contacts.
  - Adapt and edit materials according to mass media standards.
  - Conduct press conferences.
  - Maintain good relations to facilitate placement of material.

- Speak publicly, such as:

  - Deliver speeches.
  - Promote an organization, program, or service (see Advocate/Change Agent).
  - Participate as a member of a panel or debate group.
  - Give interviews.
  - Conduct or moderate interviews, panel discussions, debates.

- Publicize and promote organizational materials.

- Plan distribution of publications and other materials.

RECREATION WORKER

A recreation worker leads or assists a leader of recreational activities for specified groups in the setting of a school, community, social, or church related organization.

As a recreation worker, I can:

- Develop recreational programs and activities that foster individual and group development.
- Develop specific goals and plans for particular recreational activities.
- Identify resources in personnel, money, materials, time, and authority needed to implement a recreational program.
- Develop and use techniques which will enhance relations among people.
- Demonstrate ability to use appropriate techniques to solve interpersonal problems.
- Demonstrate knowledge of teaching methods and materials (see Teacher/Trainer).
- Develop and maintain a library or collection of relevant materials, games, and other recreational equipment and supplies.
- Plan and organize cooperative and competitive activities and know when each is appropriate.
- Teach one or more of the following:
    - Games.
    - Crafts.
    - Music.
    - Dance.
    - Dramatics.
    - Art.
    - Outdoor skills.
    - Conservation.
    - Cooking.
    - Sports.
    - Camping.
- Demonstrate knowledge of the use and care of audiovisual equipment, gymnastic and sports equipment, tools, crafts equipment, and camping equipment.
- Speak publicly, including:
    - Articulating rules and procedures to participants.
    - Promoting the organization and its activities to potential sponsors.
    - Publicizing special events.

- Establish rapport with individuals of diverse backgrounds.
- Raise funds for a recreational program (see Fund Raiser).
- Demonstrate techniques to prevent or limit conflict between individuals.
- Demonstrate knowledge of safety precautions required by potentially hazardous activities in sports, crafts, camping, etc.
- Determine the urgency of a problem and handle it appropriately.
- Demonstrate a knowledge of individual growth and development.
- Select recreational activities that will help individuals learn desired skills and attitudes.
- Keep records of individual and group progress.
- Understand and use techniques of group dynamics.
- Plan and carry out field trips to sporting events, dramatic presentations, concerts, recreation areas, museums, zoos, etc.
- Develop positive participant attitudes by:
    - Selecting appropriate activities.
    - Providing positive feedback.
- Provide advice and informal counseling to participants.
- Determine participant interests and plan activities around them.
- Demonstrate knowledge of capacities and needs of special groups:
    - Preschool children.
    - Children during early school years.
    - Adolescents.
    - Boys/Girls.
    - The elderly.
    - The physically handicapped.
    - The mentally handicapped.
    - Single parents.
- Budget existing funds (see Financial Manager).
- Recognize and deal with medical emergencies (see Health Care Worker).
- Interact appropriately and adaptively with personnel and goals of the sponsoring agency.

SALES WORKER/ORGANIZER

A sales worker/organizer operates or supervises the operations of a store or sale or the selling of an item or service.

As a sales worker/organizer, I can:

- Assess potential markets for products or services that might be offered.
- Select items or services to sell that are appropriate for the organization/group image and goals.
- Select sites, neighborhoods, or locations for a sale or store on the basis of information about potential customers, costs, etc.
- Determine if sales permits, leases, etc., will be needed and obtain them.
- Identify or select the intended clientele or target population for a store or sale.
- Determine the prices of items or services on the basis of cost and overhead factors.
- Establish and maintain quality control procedures.
- Demonstrate knowledge and understanding of the regulations--tax laws, sales permits, leases, etc.--which apply to stores or to fund-raising sales (see Fund Raiser).
- Purchase, obtain, or create items for sale.
- Survey and choose among suppliers of products and services on the basis of quality, appropriateness, cost, and reliability.
- Determine the cost/benefit factors for different types of products and services, or for different kinds of stores and sales.
- Perform, arrange for, or supervise the performance of sales related functions, such as advertising, publicity (see Public Relations/ Communications Worker), pricing, selling, delivery, banking, record keeping (see Financial Manager), and janitorial work.
- Design and prepare displays for store interiors or windows (see Artist/Craftsperson).
- Recruit and select sales personnel (see Human Resources Specialist).
- Establish procedures to monitor personnel, money, and inventory (see Financial Manager).

- Train others in established sales procedures (see Teacher/Trainer).

- Develop methods and procedures for return of products, repayment for unsold goods, sale of slow-moving or leftover items, etc.

- Develop specific goals for a sales activity within the constraints of available time, space, and personnel.

- Evaluate buyer behavior and consumption patterns.

- Maintain correspondence with suppliers and sale/store clientele.

- Organize a sale into its component parts and determine the sequence in which these activities must be performed.

- Develop and maintain store/sale budgets and financial records (see Financial Manager).

- Make appropriate use of business records, such as purchase orders, receipts, and sales slips.

- Demonstrate the use of bookkeeping techniques and accounting procedures used in store or sales records (see Financial Manager).

- Coordinate the execution of simultaneous sales activities (see Administrator/Manager).

- Demonstrate the use of business machines, such as a typewriter, photocopier, cash register, adding machine, and hand calculator.

- Make or maintain an inventory record of items on hand and/or sold to determine what and when to reorder.

- Deal effectively with customers, including:

  - Providing information about products or services.
  - Explaining pricing policies.
  - Establishing procedures for customer returns or repayment for items or services.
  - Handling complaints.

- Establish and maintain sales/store records, including:

  - Profit/loss statements.
  - Expenditure/income statements.
  - Periodic reports to sponsoring agencies and/or other involved groups.
  - Records to help others develop similar sales programs or stores.

TEACHER/TRAINER

A teacher helps individuals or groups of individuals to learn facts or skills or to improve their learning techniques. A trainer teaches specific jobs, skills, and/or tasks; training also involves the organizational socialization of other workers.

In my work as a teacher/trainer, I can:

- Establish a good working relationship with a learner or group of learners.

- Develop positive student attitudes toward learning by:

    - Selecting tasks of appropriate difficulty.
    - Telling the learner when a job is well done.

- Encourage and support the learner and help the learner to develop a positive self-concept by:

    - Complimenting the learner for good work and good thinking.
    - Showing acceptance of the learner by giving attention and by listening carefully.
    - Helping the learner respond to increasingly difficult materials.

- Work cooperatively with the learner's teacher and/or school by:

    - Abiding by school rules relating to tutors or aides.
    - Being positive about the teacher and school in discussions with the learner.
    - Following the teacher's plan of instruction.
    - Providing the teacher with information on learner progress.

- Provide advice and informal counseling to the learner, when appropriate (see Counselor).

- Identify learner needs and difficulties:

    - By direct observation of and/or interaction with the learner.
    - From test data or other diagnostic devices.
    - Through discussion with the teacher(s) who regularly instruct(s) this learner.
    - Through discussion with other school personnel (counselors, psychologists, etc.).

- Determine learner interests and plan instructional activities around them.

- Plan a lesson or series of lessons including:

    - Objectives.
    - Teaching methods and techniques.
    - Instructional materials (both written and audiovisual).

  - Evaluation techniques.

- Pace instruction at a speed appropriate to the learner.
- Set and monitor instructional objectives.
- Select instructional material and techniques appropriate to learner background and experience.
- Demonstrate knowledge of learning theories and their application.
- Demonstrate knowledge of teaching methods and materials.
- Develop written materials for use in teaching or training.
- Develop audiovisual materials for use in teaching or training.
- Develop and maintain a library of materials for use in teaching or training. (Specify subject and/or level) ____________________

  ____
- Demonstrate knowledge of the subject(s) which I teach.

  (Specify) ____

  ____
- Evaluate learner progress by:
  - Observation.
  - Oral questioning.
  - Use of tests or other evaluative devices.
- Use questioning techniques appropriate to instructional objectives.
- Make an effective oral presentation to a group.
- Demonstrate a knowledge of group interaction techniques and of their use.
- Train others to be teachers or trainers.
- Articulate the philosophy of the organization.
- Explain the relationship between a particular job and organization/agency/program mission.
- Identify training needs (see Problem Analyst/Researcher).
- Make an overall training plan which includes:

  - General learning objectives.
  - Overall teaching strategies.
  - Teaching method.
  - Budget for training costs.
  - Schedule and site consideration.
  - Materials, both written and audiovisual.
  - Evaluation techniques and instruments.

- Determine the cost/effectiveness of various training approaches.

- Determine the suitability of various training approaches for individuals with different backgrounds and experiences.

- Develop training manuals for other trainers to use.

- Administer a training program, including:

  - Selecting and recruiting training personnel.
  - Selecting training methods and materials which are both appropriate to the group and cost/effective.
  - Setting training goals.
  - Conducting the training of those who will train others.
  - Monitoring the progress of those being trained.
  - Monitoring the progress of those doing the training.
  - Modifying training programs and techniques if the goals of the program are not being achieved.
  - Evaluating the effectiveness of the training program.
  - Preparing and evaluating reports on training programs.
  - Monitoring and evaluating the job performance of those who were trained.

- Conduct a training session.

- Train others to do specific job(s) or task(s).

  (Specify) ____

  ____

- Know how and when to use different role-playing techniques in training.

- Help those being trained to see the relevance of their training experience to their long-range career goals and/or personal development.

- Evaluate the training programs of others.

TRANSPORTATION SPECIALIST

A transportation specialist plans and schedules the transfer of people and/or materials from one location to another, provides for this transfer, and/or cares for the vehicles used.

As a transportation specialist, I can:

- Survey the transportation needs of people, including obtaining information about the special needs of groups, such as children, the handicapped or the aged.
- Identify the requirements for transporting the materials used by an organization or program.
- Design transportation plans for people or materials to meet identified needs and requirements.
- Schedule the individuals and vehicles needed to implement a transportation plan.
- Monitor and keep records for a transportation program to maintain the quality of service and to identify when changes are needed.
- Serve as the dispatcher for a transportation program.
- Coordinate a number of pick ups or deliveries.
- Plan or select a transportation route that will be most efficient in terms of time involved and fuel consumption.
- Read and use maps to plan a route.
- Identify and use alternative routes when unexpected conditions affect the routes planned.
- Select the type of vehicle to be used in a transportation program on the basis of analysis of the vehicle characteristics and the needs and requirements of the program.
- Decide among the various forms of finance for vehicles (purchase, long-term leasing, short-term rental).
- Select appropriate insurance for vehicles and drivers and for the passengers, and/or materials being transported.
- Keep records of vehicle insurance, registration, and/or operators' licenses.
- Read and interpret the leases, contracts, warranties and insurance policies involved in vehicle rental or purchase.

- Describe the process involved in registering and inspecting automobiles and/or other vehicles.

- Describe the process involved in obtaining a license to operate various types of vehicles (automobile, bus, taxi, etc.).

- Monitor the condition of vehicles to determine when maintenance and/or replacement is needed.

- Supervise and keep a record of vehicle maintenance.

- Identify the best person to make repairs, on the basis of costs, quality of work, and warranties.

- Compare the costs of repairing and replacing a vehicle when deciding the more cost effective action.

- Determine if a vehicle needs, and provide:

    - Additional oil
    - Water added to the battery
    - Water or antifreeze added to the radiator
    - More air in the tires

- Provide routine automobile maintenance, such as:

    - Changing the air filter
    - Changing the oil and oil filter
    - Check and adding, if necessary, automatic transmission fluid
    - Flushing and refilling the cooling system
    - Replacing radiator or heater hoses
    - Lubricating chassis and/or wheel bearings
    - Changing tires

- Explain what recourse is available if a vehicle cannot be made to function adequately while under guarantee.

- Teach others how to drive a car, bus, or other vehicle (see Teacher/Trainer).

- Plan and make the arrangements (reservations, tickets, etc.) for group travel.

- Negotiate with transportation and accommodation representatives to obtain the lowest possible costs for a group travel package.

APPENDIX B

WORK GROUP DESCRIPTIONS

From: Guide for Occupational Exploration
U.S. Department of Labor, 1979

WORK GROUP DESCRIPTIONS

Group Description Subgroups

01 ARTISTIC

01.01 Literary Arts

Workers in this group write, edit, or direct the publication of prose or poetry. They find employment on newspapers or magazines, in radio and television studios, and in the theater and motion picture industries. Some writers are self-employed and sell stories, plays, and other forms of literary composition to publishers.

01.01-01 Editing
01.01-02 Creative writing
01.01-03 Critiquing

01.02 Visual Arts

Workers in this group create original works of art or do commercial art work, using such techniques as drawing, painting, photographing, and sculpturing to express or interpret ideas or to illustrate various written materials. Some visual artists design products, settings, or graphics (such as advertisements or book covers), and oversee the work of other artists or craftspersons who produce or install them. Others teach art, or appraise or restore paintings and other fine art objects. Advertising agencies, printing and publishing firms, television and motion picture studios, museums and restoration laboratories employ visual artists. They also work for manufacturers and in retail and wholesale trade. Many are self-employed, operating their own commercial art studios or doing free-lance work.

01.02-01 Instructing and Appraising
01.02-02 Studio Art
01.02-03 Commercial Art

01.03 Performing Arts: Drama

Workers in this group produce, direct, and perform in dramatic productions and similar forms of entertainment. They also teach acting, choose performers for particular roles, and perform other 'behind-the-scenes' work to make productions run smoothly. They are employed by motion picture, television, and radio studios, and by stock companies, theaters, and other places where plays or floor shows are presented. Schools and colleges hire performing artists both to teach drama and to produce and direct student productions. Full-time employment in

01.03-01 Instructing and Directing
01.03-02 Performing
01.03-03 Narrating and Announcing

this field is found at educational institutions, at studios which have staff announcers, disc jockeys, and regularly scheduled 'talk shows' or dramatic presentations. However, most performing artists are not permanently employed and must audition for roles in both short-term and long-run productions.

01.04 Performing Arts: Music

Workers in this group sing or play instruments, teach, or direct vocal or instrumental music. They compose, arrange, or orchestrate musical compositions, and plan the presentation of concerts. They work for motion picture studios, television and radio networks or local stations, recording studios, nightclubs, and other places where musical entertainment is provided regularly. They may be employed by orchestras, bands, or choral groups which give scheduled performances or are hired for special events. Composers, arrangers, and orchestrators work for music publishing companies and firms in the recording and entertainment fields. Schools and colleges hire musicians to teach and direct vocal and instrumental music. Many musicians are self-employed and, like all performing artists, must audition for parts in musical productions or for employment with an orchestra or other performing group.

01.04-01	Instructing and Directing
01.04-02	Composing and Arranging
01.04-03	Vocal Performing
01.04-04	Instrumental Performing

01.05 Performing Arts: Dance

Workers in this group compose, perform, or teach dance routines or techniques. Performing dancers and composers (choreographers) work for motion picture and television studios, nightclubs and theaters, and other places where this kind of entertainment is regularly presented. Dance teachers are employed by schools and studios. Although some dancers work full time as performers or teachers, most must audition for both chorus and solo work in theatrical productions of all kinds. Many dancers are self-employed as teachers who give private lessons to children and adults, specializing in ballroom or ballet instruction.

01.05-01	Instructing and Choreography
01.05-02	Performing

01.06 Craft Arts

Workers in this group apply artistic techniques, fabricate, decorate or repair a variety of products, and reproduce photographs and graphic or printed materials. They use engraving and etching precision equipment,

01.06-01	Graphic Arts and Related Crafts
01.06-02	Arts and Crafts

knives and chisels, paintbrushes and power tools to work wood, stone, clay, metal, and gemstones, or to embellish objects made from all of these materials. They are employed by manufacturing firms, printing and publishing companies, and motion picture and television studios. They also work for advertising agencies and other firms which provide specialized services, museums, and retail stores. Some craft artists are self-employed selling items they have made, or providing their services on a free-lance basis to businesses and individuals.

01.06-03	Hand Lettering, Painting, and Decorating

01.07 Elemental Arts

Workers in this group entertain or divert people by announcing features or performing acts at carnivals or amusements parks, or by conducting person-to-person consultations with people to predict their future or to tell them other things about themselves. They work with traveling carnivals or circuses, or at permanently located amusements parks. Some are self-employed, conducting interviews in their homes or giving consultations by mail.

01.07-01	Psychic Science
01.07-02	Announcing
01.07-03	Entertaining

01.08 Modeling

Workers in this group appear before a camera or live audience in nonspeaking capacities. They stand in for actors and take part in crowd scenes in television or motion picture productions. They show clothing, hairstyles and other products, appear in fashion shows and other public or private product exhibitions, and pose for artists and photographers. They work for manufacturers, or wholesale, and retail establishments. Some are employed by motion picture and television studios, nightclubs, and other entertainment facilities. Modeling instructors work for public or private schools. Many of these workers are self-employed, or obtain job assignments through model agencies or unions which represent persons in the entertainment industry.

No Subgroups.

02 SCIENTIFIC

02.01 Physical Sciences

Workers in this group are concerned mostly with nonliving things, such as chemicals, rocks, metals, mathematics, movements of the earth and the stars, etc. They conduct scientific studies and perform other

02.01-01	Theoretical Research
02.01-02	Technology

activities requiring a knowledge of math, physics, or chemistry. Some workers investigate, discover, and test new theories. Some look for ways to develop new or improved materials or processes for use in production and construction. Others do research in such fields as geology, astronomy, oceanography, and computer science. Workers base their conclusions on information that can be measured or proved. Industries, government agencies, or large universities employ most of these workers in their research facilities.

02.02 Life Sciences

Workers in this group are concerned mostly with living things, such as plants and animals. They conduct research and do experiments to expand man's knowledge of living things. Some may work on problems related to how the environment affects plant and animal life. Others may study causes of disease and ways to control disease. These workers are usually employed in the research facilities of hospitals, government agencies, industries or universities.

02.02-01	Animal Specialization
02.02-02	Plant Specialization
02.02-03	Plant and Animal Specialization
02.02-04	Food Research

02.03 Medical Sciences

Workers in this group are involved in the prevention, diagnosis, and treatment of human and animal diseases, disorders, or injuries. It is common to specialize in specific kinds of illnesses, or special areas or organs of the body. Workers who prefer to be more general may become general practitioners, family practitioners, or may learn to deal with groups of related medical problems. A wide variety of work environments is available to medical workers ranging from large city hospitals and clinics, to home offices in rural areas, to field clinics in the military or in underdeveloped countries.

02.03-01	Medicine and Surgery
02.03-02	Dentistry
02.03-03	Veterinary Medicine
02.03-04	Health Specialties

02.04 Laboratory Technology

Workers in this group use special laboratory techniques and equipment to perform tests in the fields of chemistry, biology, or physics. They record information that results from their experiments and tests. They help scientists, medical doctors, researchers, and engineers in their work. Hospitals, government agencies, universities, and private industries employ these workers in their laboratories and research facilities.

02.04-01	Physical Sciences
02.04.02	Life Sciences

03 PLANTS AND ANIMALS

03.01 Managerial Work: Plants and Animals

Workers in this group operate or manage farming, fishing, forestry, and horticultural service businesses of many kinds. Some of them breed specialty plants and animals. Others provide services to increase production or beautify land areas. Many of them work in rural or woodland areas, on farms, ranches, and forest preserves. Others find employment with commercial nurseries, landscaping firms, business services, or government agencies located in large and small communities all over the country. Many are self-employed, operating their own large or small businesses.

03.01-01	Farming
03.01-02	Specialty Breeding
03.01-03	Specialty Cropping
03.01-04	Forestry and Logging

03.02 General Supervision: Plants and Animals

Workers in this group supervise others and often work right along with them on farms or ranches, fish hatcheries or forests, plant nurseries or parks. Most of them work in rural or forest locations, but some jobs are located in city or suburban areas. Some of these workers travel throughout an area to inspect or treat croplands for insects or disease, or supervise workers performing agricultural or lawn care services.

03.02-01	Farming
03.02-02	Forestry and Logging
03.02-03	Nursery and Groundkeeping
03.02-04	Services

03.03 Animal Training and Service

Workers in this group take care of animals of many kinds, and train them for a variety of purposes. They work in pet shops, testing laboratories, animal shelters, and veterinarians' offices. Some are employed by zoos, aquariums, circuses, and at other places where animals are exhibited or used in entertainment acts. Others work for animal training or obedience schools, or in stables or kennels maintained by individuals or such facilities as race tracks or riding academies. These workers are not employed on farms, ranches, or other places where animals are raised as crops.

03.03-01	Animal Training
03.03-02	Animal Service

03.04 Elemental Work: Plants and Animals

Workers in this group perform active physical tasks, usually in an outdoor, nonindustrial setting. They work with their hands, use various kinds of tools and equipment, or operate machinery. They find employment on farms or ranches, at logging camps or fish hatcheries, in forests or

03.04-01	Farming
03.04-02	Forestry and Logging
03.04-03	Hunting and Fishing
03.04-04	Nursery and Groundkeeping

game preserves, or with commercial fishing businesses where they may work onshore or in fishing boats. In urban areas, they work in parks, gardens, or nurseries, or for businesses that provide horticultural or agricultural services.

03.04-05	Services

04 PROTECTIVE

04.01 Safety and Law Enforcement

Workers in this group are in charge of enforcing laws and regulations. Some investigate crimes, while others supervise workers who stop or arrest lawbreakers. Others make inspections to be sure that the laws are not broken. Most jobs are found in the federal, state, or local governments, such as the Police and Fire Departments. Some are found in private businesses such as factories, stores, and similar places.

04.01-01	Managing
04.01-02	Investigating

04.02 Security Services

Workers in this group protect people and animals from injury or danger. They enforce laws, investigate suspicious persons or acts, prevent crime, and fight fires. Some of the jobs are found in federal, state, or local governments. Some workers are hired by railroads, hotels, lumberyards, industrial plants, and amusement establishments. Some work on their own, acting as bodyguards, or private detectives.

04.02-01	Detention
04.02-02	Property and People
04.02-03	Law and Order
04.02-04	Emergency Responding

05 MECHANICAL

05.01 Engineering

Workers in this group plan, design, and direct the construction or development of buildings, bridges, roads, airports, dams, sewage systems, air-conditioning systems, mining machinery, and other structures and equipment. They also develop processes and/or techniques for generating and transmitting electrical power, manufacturing chemicals, extracting metals from ore, and controlling the quality of products being made. Workers specialize in one or more kinds of engineering, such as civil, electrical, mechanical, mining, and safety. Some are hired by industrial plants, petroleum and mining companies, research laboratories, and

05.01-01	Research
05.01-02	Environmental Protection
05.01-03	Systems Design
05.01-04	Testing and Quality Control
05.01-05	Sales Engineering
05.01-06	Work Planning and Utilization
05.01-07	Design
05.01-08	General Engineering

contruction companies. Others find employment with federal, state, and local governments. Some have their own engineering firms and accept work from various individuals or companies.

05.02 Managerial Work: Mechanical

Workers in this group manage industrial plants or systems where technical work is being performed. Jobs are found in oil fields, power plants, transportation companies, radio and television networks, and telephone and related communications systems.

05.02-01	Systems
05.02-02	Maintenance and Construction
05.02-03	Processing and Manufacturing
05.02-04	Communications
05.02-05	Mining, Logging and Petroleum Production
05.02-06	Services
05.02-07	Materials Handling

05.03 Engineering Technology

Workers in this group collect, record, and coordinate technical information in such activities as surveying, drafting, petroleum production, communications control, and materials scheduling. Workers find jobs in construction, factories, engineering and architectural firms, airports, and research laboratories.

05.03-01	Surveying
05.03-02	Drafting
05.03-03	Expediting and Coordinating
05.03-04	Petroleum
05.03-05	Electrical-Electronic
05.03-06	Industrial and Safety
05.03-07	Mechanical
05.03-08	Environmental Control
05.03-09	Packaging and Storing

05.04 Air and Water Vehicle Operation

Workers in this group pilot airplanes or ships, or supervise others who do. Some instruct other persons in flying. Most of these workers are hired by shipping companies and commercial airlines. Some find jobs piloting planes or ships for private companies or for individuals.

05.04-01	Air
05.04-02	Water

05.05 Craft Technology

Workers in this group perform highly skilled hand and/or machine work requiring special techniques, training, and experience. Work occurs in a variety of non-factory settings. Some workers own their own shops.

05.05-01	Masonry, Stone, and Brick Work
05.05-02	Construction and Maintenance
05.05-03	Plumbing and Pipe Fitting

05.05-04	Painting, Plastering, and Paperhanging
05.05-05	Electrical-Electronic Systems Installation and Repair
05.05-06	Metal Fabrication and Repair
05.05-07	Machining
05.05-08	Woodworking
05.05-09	Mechanical Work
05.05-10	Electrical-Electronic Equipment Repair
05.05-11	Scientific, Medical, and Technical Equipment Fabrication and Repair
05.05-12	Musical Instrument Fabrication and Repair
05.05-13	Printing
05.05-14	Gem Cutting and Finishing
05.05-15	Custom Sewing, Tailoring, and Upholstering
05.05-16	Dyeing
05.05-17	Food Preparation

05.06 Systems Operation

Workers in this group operate and maintain equipment in an overall system, or a section of a system, for such purposes as generating and distributing electricity; treating and providing water to customers; pumping oil from oil fields to storage tanks; making ice in an ice plant; and providing telephone service to users. These jobs are found in utility companies, refineries, construction projects, large apartment houses and industrial establishments, and with city and county governments.

05.06-01	Electricity Generation and Transmission
05.06-02	Stationary Engineering
05.06-03	Oil, Gas, and Water Distribution
05.06-04	Processing

05.07 Quality Control

Workers in this group inspect and/or test materials and products to be sure they meet standards. The work is carried out in a non-factory setting and includes such activities as grading logs at a lumberyard, inspecting bridges to be sure they are safe, inspecting gas lines for

05.07-01	Structural
05.07-02	Mechanical
05.07-03	Electrical
05.07-04	Environmental

leaks, and grading gravel for use in building roads. Jobs may be found with construction companies, sawmills, petroleum refineries, and utility companies.

05.07-05	Petroleum
05.07-06	Logging and Lumber

05.08 Land and Water Vehicle Operation

Workers in this group drive large or small trucks, delivery vans, or locomotives to move materials or deliver products. Some drive ambulances; others operate small boats. Most of these jobs are found with trucking companies, railroads and water transportation companies. Wholesale and retail companies hire delivery drivers; ambulance drivers are hired by hospitals, fire departments, and other establishments concerned with moving the sick or injured.

05.08-01	Truck Driving
05.08-02	Rail Vehicle Operation
05.08-03	Services Requiring Driving
05.08-04	Boat Operation

05.09 Material Control

Workers in this group receive, store, and/or ship materials and products. Some estimate and order the quantities and kinds of materials needed. Others regulate and control the flow of materials to places in the plant where they are to be used. Most have to keep records. Jobs are found in institutions, industrial plants, and government agencies.

05.09-01	Shipping, Receiving, and Stock Checking
05.09-02	Estimating, Scheduling, and Record Keeping
05.09-03	Verifying, Recording, and Marking

05.10 Crafts

Workers in this group use hands and hand tools skillfully to fabricate, process, install, and/or repair materials, products, and/or structural parts. They follow established procedures and techniques. The jobs are not found in factories, but are in repair shops, garages, wholesale and retail stores, and hotels. Some are found on construction projects, and others with utilities such as telephone and power systems.

05.10-01	Structural
05.10-02	Mechanical
05.10-03	Electrical-Electronic
05.10-04	Structural-Mechanical Electrical-Electronic
05.10-05	Reproduction
05.10-06	Blasting
05.10-07	Painting, Dyeing, and Coating
05.10-08	Food Preparation

machines to pave roads. These jobs are found at mining, logging, and construction sites; docks; receiving and shipping areas of industrial plants; and large storage buildings and warehouses.

05.11-03	Drilling and Oil Exploration
05.11-04	Materials Handling

05.12 Elemental Work: Mechanical

Workers in this group perform a variety of unskilled tasks, such as moving materials, cleaning work areas, operating simple machines, or helping skilled workers. These jobs are found in a variety of non-factory settings.

05.12-01	Supervision
05.12-02	Mining, Quarrying, Drilling
05.12-03	Loading, Moving
05.12-04	Hoisting, Conveying
05.12-05	Braking, Switching, and Coupling
05.12-06	Pumping
05.12-07	Crushing, Mixing, Separating, and Chipping
05.12-08	Lubricating
05.12-09	Masonry
05.12-10	Heating and Melting
05.12-11	Welding
05.12-12	Structural Work
05.12-13	Cutting and Finishing
05.12-14	Painting, Caulking, and Coating
05.12-15	Mechanical Work
05.12-16	Electrical Work
05.12-17	Food Preparation
05.12-18	Cleaning and Maintenance
05.12-19	Reproduction Services
05.12-20	Signalling

06 INDUSTRIAL

06.01 Production Technology

Workers in this group use their skill and knowledge of machines and processes to perform one or more demanding or complex activities. Some set up machines for others to operate or set up and perform a

06.01-01	Supervision Instruction
06.01-02	Machine Set-Up

variety of machine operations on their own. Some do precision handwork; some supervise or instruct others in the use of machines, processes to be carried out, and the techniques to be used.

06.01-03	Machine Set-Up and Operation
06.01-04	Precision Handwork
06.01-05	Inspection

06.02 Production Work

Workers in this group perform skilled handwork or machine work to make products in a factory setting.

06.02-01	Supervision
06.02-02	Machine Work, Metal and Plastics
06.02-03	Machine Work, Wood
06.02-04	Machine Work, Paper
06.02-05	Machine Work, Leather and Fabrics
06.02-06	Machine Work, Textiles
06.02-07	Machine Work, Rubber
06.02-08	Machine Work, Stone, Clay, and Glass
06.02-09	Machine Work, Assorted Materials
06.02-10	Equipment Operation, Metal Processing
06.02-11	Equipment Operation, Chemical Processing
06.02-12	Equipment Operation, Petroleum Processing
06.02-13	Equipment Operation, Rubber, Plastics, and Glass Processing
06.02-14	Equipment Operation, Paper and Paper Products Processing
06.02-15	Equipment Operation, Food Processing
06.02-16	Equipment Operation, Textile, Fabric, and Leather Processing

06.02-17	Equipment Operation, Clay and Coke Processing
06.02-18	Equipment Operation, Assorted Materials Processing
06.02-19	Equipment Operation, Welding, Brazing, and Soldering
06.02-20	Machine Assembling
06.02-21	Coating and Plating
06.02-22	Manual Work, Assembly Large Parts
06.02-23	Manual Work, Assembly Small Parts
06.02-24	Manual Work, Metal and Plastics
06.02-25	Manual Work, Wood
06.02-26	Machine Work, Paper
06.02-27	Manual Work, Textile, Fabric, and Leather
06.02-28	Manual Work, Food Processing
06.02-29	Manual Work, Rubber
06.02-30	Manual Work, Stone, Glass and Clay
06.02-31	Manual Work, Laying Out and Marking
06.02-32	Manual Work, Assorted Materials

06.03 Quality Control

Workers in this group check the quality and quantity of products and materials being manufactured. They inspect, test, weigh, sort, and grade specific items to be sure that they meet certain standards. Some may also keep inspection records of the number or kind of defects and flaws they find. They work in factories and other large plants that process materials and manufacture products.

06.03-01	Inspecting, Testing and Repairing
06.03-02	Inspecting, Grading, Sorting, Welding, and Recording

06.04 Elemental Work: Industrial

Workers in this group feed or tend machines and equipment, or do manual work. They perform routine, uncomplicated work that requires little training or experience. They also assist other, more skilled workers. They work in a factory setting.

06.04-01	Supervision
06.04-02	Machine Work, Metal and Plastics
06.04-03	Machine Work, Wood
06.04-04	Machine Work, Paper
06.04-05	Machine Work, Fabric and Leather
06.04-06	Machine Work, Textiles
06.04-07	Machine Work, Rubber
06.04-08	Machine Work, Stone, Glass and Clay
06.04-09	Machine Work, Assorted Materials
06.04-10	Equipment Operation, Metal Processing
06.04-11	Equipment Operation, Chemical Processing
06.04-12	Equipment Operation, Petroleum, Gas, and Coal Processing
06.04-13	Equipment Operation, Rubber, Plastics, and Glass Processing
06.04-14	Equipment Operation, Papermaking
06.04-15	Equipment Operation, Food Processing
06.04-16	Equipment Operation, Textile, Fabric, and Leather Processing
06.04-17	Equipment Operation, Clay Processing

06.04-18	Equipment Operation, Wood Processing
06.04-19	Equipment Operation, Assorted Materials Processing
06.04-20	Machine Assembling
06.04-21	Machine Work, Brushing, Spraying, and Coating
06.04-22	Manual Work, Assembly Large Parts
06.04-23	Manual Work, Assembly Small Parts
06.04-24	Manual Work, Metal and Plastics
06.04-25	Manual Work, Wood
06.04-26	Machine Work, Paper
06.04-27	Manual Work, Textile, Fabric, and Leather
06.04-28	Manual Work, Food Processing
06.04-29	Manual Work, Rubber
06.04-30	Manual Work, Stone, Glass and Clay
06.04-31	Manual Work, Welding, and Flame Cutting
06.04-32	Manual Work, Casting and Molding
06.04-33	Manual Work, Brushing, Spraying and Coating
06.04-34	Manual Work, Assorted Materials
06.04-35	Laundering, Dry Cleaning

06.04-36	Filling
06.04-37	Manual Work, Stamping, Marking, Labeling, and Ticketing
06.04-38	Wrapping and Packing
06.04-39	Cleaning
06.04-40	Loading, Moving, Hoisting, and Conveying

07 BUSINESS DETAIL

07.01 Administrative Detail

Workers in this group perform clerical work which requires special skills and knowledge. They perform management activities according to established regulations and procedures. Jobs in this group are found in the offices of businesses, industries, courts of law, and government agencies, as well as in offices of doctors, lawyers, and other professionals.

07.01-01	Interviewing
07.01-02	Administration
07.01-03	Secretarial Work
07.01-04	Financial Work
07.01-05	Certifying
07.01-06	Investigating
07.01-07	Test Administration

07.02 Mathematical Detail

Workers in this group use clerical and math skills to gather, organize, compute, and record, with or without machines, the numerical information used in business or in financial transactions. Jobs in this group are found wherever numerical record keeping is important. Banks, finance companies, accounting firms, or the payroll and inventory control departments in business and government are typical of places where this work is done.

07.02-01	Bookkeeping and Auditing
07.02-02	Accounting
07.02-03	Statistical Reporting and Analysis
07.02-04	Billing and Rate Computation
07.02-05	Payroll and Timekeeping

07.03 Financial Detail

Workers in this group use basic math skills as they deal with the public. Keeping records, answering customers' questions, and supervising others is often part of the job. Jobs in this group are found where money is paid to or received from the public. Banks, grocery check-out counters, and ticket booths are typical places of employment.

No Subgroups.

07.04 Oral Communications

Workers in this group give and receive information verbally. Workers may deal with people in person by telephone, telegraph, or radio. Recording of information in an organized way is frequently required. Private businesses, institutions such as schools and hospitals, and government agencies hire these workers in their offices, reception areas, registration desks, and other areas of information exchange.

07.04-01	Interviewing
07.04-02	Order, Complaint, and Claims Handling
07.04-03	Registration
07.04-04	Reception and Information Giving
07.04-05	Information Transmitting and Receiving
07.04-06	Switchboard Services

07.05 Records Processing

Workers in this group prepare, review, maintain, route, distribute and coordinate recorded information. They check records and schedules for accuracy. They may schedule the activities of people or the use of equipment. Jobs in this group are found in most businesses, institutions, and government agencies.

07.05-01	Coordinating and Scheduling
07.05-02	Record Verification and Proofing
07.05-03	Record Preparation and Maintenance
07.05-04	Routing and Distribution

07.06 Clerical Machine Operation

Workers in this group use business machines to record or process data. They operate machines that type, print, sort, compute, send, or receive information. Their jobs are found in businesses, industries, government agencies, or wherever large amounts of data are processed, sent, or received.

07.06-01	Computer Operation
07.06-02	Keyboard Machine Operation

07.07 Clerical Handling

Workers in this group perform clerical duties that require little special training or skill. Workers routinely file, sort, copy, route, or deliver things like letters, packages, or messages. Most large businesses, industries, and government agencies employ these workers.

07.07-01	Filing
07.07-02	Sorting and Distribution
07.07-03	General Clerical Work

08 SELLING

08.01 Sales Technology

Workers in this group sell products such as industrial machinery, data processing equipment, and pharmaceuticals; services such as industrial shipping, insurance, and advertising. They advise customers of capabilities, uses, and other important features of these products and services, and help them choose those best suited to their needs. They work for manufacturers, wholesalers, and insurance, financial, and business service institutions. Also included in this group are workers who buy products, materials, securities and properties for resale. Some work for themselves.

08.01-01	Technical Sales
08.01-02	Intangible Sales
08.01-03	General Clerical Work

08.02 General Sales

Workers in this group sell, demonstrate, and solicit orders for products and services of many kinds. They are employed by retail and wholesale firms, manufacturers and distributors, business services, and nonprofit organizations. Some spend all their time in a single location, such as a department store or automobile agency. Others call on businesses or individuals to sell products or services, or follow up on earlier sales.

08.02-01	Wholesale
08.02-02	Retail
08.02-03	Wholesale and Retail
08.02-04	Real Estate
08.02-05	Demonstration and Sales
08.02-06	Services
08.02-07	Driving-Selling
08.02-08	Soliciting-Selling

08.03 Vending

Workers in this group sell novelties, snacks and other inexpensive items. They work at stadiums and street fairs, in nightclubs or restaurants, or wherever crowds gather for entertainment or recreation. Some of them sell products on the street, staying in one location or moving through commercial and residential areas.

08.03-01	Peddling and Hawking
08.03-02	Promoting

09 ACCOMMODATING

09.01 Hospitality Services

Workers in this group help persons, such as visitors, travelers, and customers, get acquainted with and feel at ease in an unfamiliar setting; provide escort and guide services; and plan and direct social activities.

09.01-01	Social and Recreational Activities
09.01-02	Guide Services

They may also be concerned with the safety and comfort of people when they are traveling or vacationing. These workers find employment with air, rail, and water transportation companies; radio and television broadcasting stations; hotels and restaurants; museums; retirement homes, and related establishments.

09.02 Barber and Beauty Services

Workers in this group provide people with a variety of barbering and beauty services. These services involve care of the hair, skin, and nails. These workers find employment in barber and beauty shops, department stores, hotels, and retirement homes. A few workers find jobs on passenger ships. Some are self-employed and work in their own home or go to the customer.

09.02-01	Cosmetology
09.02-02	Barbering

09.03 Passenger Services

Workers in this group drive buses, taxis, limousines or other vehicles to transport people. Workers who teach driving are also included in this group. Taxi, bus, and street railway companies hire most of the workers in this group, but they can also find employment with government agencies.

09.03-01	Group Transportation
09.03-02	Individual Transportation
09.03-03	Instruction and Supervision

09.04 Customer Services

Workers in this group provide customers in commercial settings with various services ranging from delivering newspapers to serving food. Their duties usually include receiving payment and making change. Most of these workers find employment in hotels, restaurants, stores, and concessions. However, some do work on board trains and ships and at amusement parks and resorts.

09.04-01	Food Services
09.04-02	Sales Services

09.05 Attendant Services

Workers in this group perform services that make life easier and more pleasant for people. They do things that people can't or don't want to do for themselves, like opening doors, delivering messages, carrying luggage and packages, and dishing up food. They find employment in a variety of settings, such as hotels, airports, golf courses, theaters, reducing salons, and gymnasiums.

09.05-01	Physical Conditioning
09.05-02	Food Services
09.05-03	Portering and Baggage Services
09.05-04	Doorkeeping Services
09.05-05	Card and Game Room Services

10 HUMANITARIAN

10.01 Social Services

Workers in this group help people deal with their problems. They may work with one person at a time or with groups of people. Workers sometimes specialize in problems that are personal, social, vocational, physical, educational, or spiritual in nature. Schools, rehabilitation centers, mental health clinics, guidance centers, and churches employ these workers. Jobs are also found in public and private welfare and employment services, juvenile courts and vocational rehabilitation programs.

10.01-01	Religious
10.01-02	Counseling and Social Work

10.02 Nursing, Therapy, and Specialized Teaching Services

Workers in this group care for, treat, or train people to improve their physical and emotional well-being. Most workers in this group deal with sick, injured, or handicapped people. Some workers are involved in health education and sickness prevention. Hospitals, nursing homes, and rehabilitation centers hire workers in this group, as do schools, industrial plants, doctors' offices, and private homes. Some sports also have need for workers in this group.

10.02-01	Nursing
10.02-02	Therapy and Rehabilitation
10.02-03	Specialized Teaching

10.03 Child and Adult Care

Workers in this group are concerned with the physical needs and the welfare of others. They assist professionals in treating the sick or injured. They care for the elderly, the very young, or the handicapped. Frequently these workers help people do the things they cannot do for themselves. Jobs are found in hospitals, clinics, day-care centers, nurseries, schools, private homes, and centers for helping the handicapped.

10.03-01	Data Collection
10.03-02	Patient Care
10.03-03	Care of Others

11 LEADING-INFLUENCING

11.01 Mathematics and Statistics

Workers in this group use advanced math and statistics to solve problems and conduct research. They analyze and interpret numerical data for planning and decision making. Some of these workers may first

11.01-01	Data Processing Design
11.01-02	Data Analysis

study and then determine how computers may best be used to solve problems or process information. Colleges, large businesses and industries, research organizations, and government agencies use these workers.

11.02 Educational and Library Services

Workers in this group do general and specialized teaching, vocational training, advising in agriculture and home economics, and library work of various kinds. Jobs are found in schools, colleges, libraries, and other educational facilities.

11.02-01	Teaching and Instructing, General
11.02-02	Vocational and Industrial Teaching
11.02-03	Teaching, Home Economics, Agriculture, and Related
11.02-04	Library Services

11.03 Social Research

Workers in this group gather, study, and analyze information about individuals, specific groups, or entire societies. They conduct research, both historical and current, into all aspects of human behavior, including abnormal behavior, language, work, politics, lifestyle, and cultural expression. They are employed by museums, schools and colleges, government agencies, and private research foundations.

11.03-01	Psychological
11.03-02	Sociological
11.03-03	Historical
11.03-04	Occupational
11.03-05	Economic

11.04 Law

Workers in this group advise and represent others in legal matters. Those in small towns and cities conduct criminal or civil cases in court, draw up wills and other legal papers, abstract real estate, and perform related activities. Those in large cities usually specialize in one kind of law, such as criminal, civil, tax, labor, or patent. They work in law firms, unions, government agencies, and commercial and industrial establishments. Some are self-employed and have their own offices. Lawyers are frequently elected to public office, particularly as legislators. Many state governors and U.S. presidents have been lawyers.

11.04-01	Justice Administration
11.04-02	Legal Practice
11.04-03	Abstracting, Document Preparation

11.05 Business Administration

Workers in this group are top level administrators and managers who work through lower level supervisors to direct all or part of the

11.05-01	Management Services: Nongovernment

activities in private establishments or government agencies. They set policies, make important decisions, and set priorities. These jobs are found in large businesses, industry, and government. Labor unions and associations will also hire these workers.

11.05-02	Administrative Specialization
11.05-03	Management Services: Government
11.05-04	Sales and Purchasing Management

11.06 Finance

Workers in this group use mathematical and analytical skills to design financial systems and examine and interpret financial records. They are concerned with accounting and auditing activities, records systems analysis, risk and profit analyses, brokering, and budget and financial control. They find employment in banks, loan companies, investment firms, colleges, government agencies, and miscellaneous business firms. Some workers, like accountants and appraisers, are self-employed.

11.06-01	Accounting and Auditing
11.06-02	Records Systems Analysis
11.06-03	Risk and Profit Analysis
11.06-04	Brokering
11.06-05	Budget and Financial Control

11.07 Services Administration

Workers in this group manage programs and projects in agencies that provide people with services in such areas as health, education, welfare, and recreation. They are in charge of program planning, policymaking, and other managerial activities. The jobs are found in welfare and rehabilitation agencies and organizations, hospitals, schools, churches, libraries, and museums.

11.07-01	Social Services
11.07-02	Health and Safety Services
11.07-03	Educational Services
11.07-04	Recreational Services

11.08 Communications

Workers in this group write, edit, report and translate factual information. They find employment with radio and television broadcasting stations, newspapers, and publishing firms. Government agencies and professional groups provide some opportunities as do large firms which publish company newspapers and brochures.

11.08-01	Editing
11.08-02	Writing
11.08-03	Writing and Broadcasting
11.08-04	Translating and Interpreting

11.09 Promotion

Workers in this group raise money, advertise products and services, and influence people in their actions or thoughts. They find employment in business and industry, with advertising agencies, professional groups, unions, colleges, and government agencies.

11.09-01	Sales
11.09-02	Funds and Membership Solicitation
11.09-03	Public Relations

11.10 Regulations Enforcement

Workers in this group enforce government regulations and company policies that affect peoples' rights, health, safety, and finances. They examine records, inspect products, and investigate services, but do not engage in police work. Most workers find employment with government agencies, licensing departments, and health departments. Some are employed by retail establishments, mines, transportation companies, and nonprofit organizations.

11.10-01	Finance
11.10-02	Individual Rights
11.10-03	Health and Safety
11.10-04	Immigration and Customs
11.10-05	Company Policy

11.11 Business Management

Workers in this group manage a business, such as a store or cemetery, a branch of a large company, such as a local office for a credit corporation, or a department within a company, such as a warehouse. They usually carry out operating policies and procedures determined by administrative workers, such as presidents, vice presidents and directors. Some managers own their own businesses and are considered self-employed. Managers find employment in all kinds of businesses as well as government agencies.

11.11-01	Lodging
11.11-02	Recreation and Amusement
11.11-03	Transportation
11.11-04	Services
11.11-05	Wholesale-Retail

11.12 Contracts and Claims

Workers in this group negotiate contracts and settle claims for companies and individuals. Some make arrangements for agreements between buyers and sellers. Others investigate claims involving damage, injury, and losses. Jobs are found in insurance and transportation companies; businesses; construction companies; and government agencies. Some are found in booking agencies. These agents are frequently self-employed.

11.12-01	Claims Settlement
11.12-02	Rental and Leasing
11.12-03	Booking
11.12-04	Procurement Negotiations

12 PHYSICAL PERFORMING

12.01 Sports

Workers in this group compete in professional athletic or sporting events, coach players, and officiate at games. They also give individual and group instruction, recruit players, and regulate various aspects of sporting events. Jobs in this group are found in

12.01-01	Coaching and Instructing
12.01-02	Officiating
12.01-03	Performing

all types of professional sports, such as football, baseball, hockey, golf, tennis, and horse racing. Some jobs are also available with private recreational facilities, including ski resorts, skating rinks, athletic clubs, and gymnasiums.

12.02 Physical Feats

No Subgroup

Workers in this group perform unusual or daring acts of physical strength or skill to entertain people. They may perform alone or with others. Circuses, carnivals, theaters, and amusement parks hire these people.

APPENDIX C

THE HAVE SKILLS WORK GROUPS TABLE

THE HAVE SKILLS WORK GROUPS TABLE

Directions: In the left-hand column, find the name of an "I Can" list with skills like yours. Then look across to the right-hand column. The names of work groups that have many jobs using these skills will appear in CAPITAL LETTERS. The names of subgroups or parts of subgroups with some jobs using these skills will appear in regular letters. Write down the numbers of the work groups and subgroups that have jobs using your skills. Then turn to Appendix B (or the Guide for Occupational Exploration) to read about each of these work groups. (Note that this table gives the same information, but in more detail, as does the HAVE SKILLS WORK GROUPS CHART on page 35.)

"I Can" List (Skills)	Related Work Groups and Subgroups
Administrator/Manager	MANAGERIAL WORK: PLANTS AND ANIMALS 03.01 GENERAL SUPERVISION: PLANTS AND ANIMALS 03.02 MANAGERIAL WORK: MECHANICAL 05.02 ADMINISTRATIVE DETAIL 07.01 BUSINESS ADMINISTRATION 11.05 SERVICES ADMINISTRATION 11.07 BUSINESS MANAGEMENT 11.11 Safety and Law Enforcement, Management 04.01-01 Engineering, Work Planning and Utilization 05.01-06 Engineering Technology, Expediting and Coordinating 05.03-03 Engineering Technology, Industrial and Safety 05.03-06 Elemental Work: Mechanical, Supervision 05.12-01 Industrial Production Technology, Supervision and Instruction 06.01-01 Industrial Production Work, Supervision 06.02-01 Elemental Work: Industrial, Supervision 06.04-01 Records Processing, Coordinating and Scheduling 07.05-01 Passenger Services, Instruction and Supervision 09.03-03 Law, Justice Administration 11.04-01
Advocate/Change Agent	LAW 11.04 REGULATIONS ENFORCEMENT 11.10 Social Research, Sociological 11.03-02 Business Administration, Management Services, Nongovernment 11.05-01

	Business Administration, Management Services: Government 11.05-03 Services Administration, Social Services 11.07-01 Promotion, Funds and Membership Solicitation 11.09-02 Promotion, Public Relations 11.09-03 Contracts and Claims, Procurement Negotiations 11.12-04
Animal Care Specialist	MANAGERIAL WORK: PLANTS AND ANIMALS 03.01 GENERAL SUPERVISION: PLANTS AND ANIMALS 03.02 ANIMAL TRAINING AND SERVICE 03.03 ELEMENTAL WORK: PLANTS AND ANIMALS 03.04 Life Sciences, Animal Specialization 02.02-01 Life Sciences, Plant and Animal Specialization 02.02-03 Medical Sciences, Veterinary Medicine 02.03-03 Laboratory Sciences, Animal Laboratory Technician 02.04-02 Oral Communication, Animal Registration 07.04-03 Sales Technology, Purchasing and Sales, Agricultural Products and Livestock 08.01-03 General Sales, Wholesale Animal and Veterinary Supplies 08.02-01 General Sales, Retail, Pets and Pet Supplies 08.02-02 Teaching, Agriculture 11.02-03 Regulations Enforcement, Animal Health and Safety 11.10-03
Artist/Craftsperson	VISUAL ARTS 01.02 CRAFT ARTS 01.06 CRAFT TECHNOLOGY 05.05 CRAFTS 05.10 PRODUCTION TECHNOLOGY 06.01 PRODUCTION WORK 06.02 Engineering, Design 05.01-07 Engineering Technology, Drafting 05.03-02 Therapy, Art and Occupational Therapy 10.02-02

Child Care Specialist	SOCIAL SERVICES 10.01 NURSING, THERAPY AND SPECIALIZED TEACHING 10.02 CHILD AND ADULT CARE 10.03 EDUCATIONAL SERVICES 11.02 Medical Sciences, Medicine and Surgery 02.03-01 Medical Sciences, Health Specialties 02.03-04 Hospitality Services, Social and Recreational Activities 09.01-01 Sports, Coaching and Instructing 12.01-01
Civil/Legal Rights Worker	SAFETY AND LAW ENFORCEMENT 04.01 LAW 11.04 Administrative Detail, Interviewing 07.01-01 Administrative Detail, Investigating 07.01-06 Social Services, Counseling and Social Work 10.01-02 Services Administration, Social Services 11.07-01 Regulations Enforcement, Individual Rights 11.10-02 Contracts and Claims, Claims Settlement 11.12-01
Clothing and Textile Specialist	Visual Arts, Commercial, Cloth or Clothing Design 01.02-03 Visual Arts, Crafts, Museum Costumer or Textile Restorer 01.06-02 Craft Technology, Custom Sewing, Tailoring and Upholstering 05.05-15 Material Control, Estimating, Scheduling and Record Keeping, Draperies and Upholstery 05.09-02 Crafts, Structural, Carpet and Drapery Installer 05.10-01 Elemental Work: Mechanical, Cleaning and Maintenance 05.12-18 Production Work, Machine, Textiles 06.02-06 Production, Equipment Operating, Textile, Fabric and Leather Processing 06.02-16 Production Work, Manual, Textile, Fabric and Leather 06.02-27 Quality Control, Cloth Quality Tester 06.03-01 Quality Control, Raw Fiber Grader 06.03-02 Elemental Machine Work, Fabric and Leather 06.04-05

	Elemental Equipment Operation, Textile, Fabric and Leather 06.04-16 Elemental Work, Laundering and Dry Cleaning 06.04-35 General Sales, Wholesale, Clothing and Textiles 08.02-01 General Sales, Retail, Clothing and Textiles 08.02-02 General Sales, Demonstration, Needlework Techniques 08.02-05 Attendant Services, Wardrobe Supervisor 09.05-07 Teaching, Home Economics and Extension Services 11.02-03
Community Resources Specialist	ORAL COMMUNICATIONS 07.04 SOCIAL SERVICES 10.01 Administrative Detail, Interviewing 07.01-01 Guide Services, Sight-Seeing 09.01-02 Social Research, Sociology 11.03-02 Services Administration, Social Services 11.07-01 Services Administration, Health and Safety Services 11.07-02
Consumer Economics Specialist	QUALITY CONTROL 06.03 ADMINISTRATIVE DETAIL 07.01 ORAL COMMUNICATIONS 07.04 REGULATIONS ENFORCEMENT 11.10 Sales Technology, Purchasing and Sales 08.01-03 Teaching, Home Economics and Extension Services 11.02-03 Business Administration, Sales and Purchasing Management 11.05-04 Finance, Risk and Profit Analysis 11.06-03 Contract and Claims, Claims Settlement 11.12-01 Contract and Claims, Procurement Negotiations 11.12-04
Cook/Nutritionist	Life Sciences, Food Research 02.02-04 Craft Technology, Food Preparation 05.05-17 Crafts, Food Preparation 05.10-08 Elemental Work, Food Preparation 05.12-17 Production Equipment Operation, Food Processing 06.02-15

	Manual Production Work, Food Processing 06.02-28 Elemental Equipment Operation, Food Processing 06.04-15 Elemental Manual Work, Food Processing 06.04-28 Records Processing, Diet Clerk 07.05-03 Teaching, Home Economics and Extension Services 11.02-03 Business Administration, Dietitian, Administration Specialization 11.05-03 Business Management, Food Services 11.11-04
Counselor	ORAL COMMUNICATIONS 07.04 SOCIAL SERVICES 10.01 Administrative Detail, Interviewing 07.01-01 Sales Technology, Intangible Sales 08.01-02 General Sales, Services 08.02-06 Promotion, Sales 11.09-01 Promotion, Public Relations 11.09-03
Financial Manager	MATHEMATICAL DETAIL 07.02 FINANCIAL DETAIL 07.03 MATHEMATICS AND STATISTICS 11.01 FINANCE 11.06 BUSINESS MANAGEMENT 11.11 Administrative Detail, Financial 07.01-04 Business Administration, Financial Administration Specialty 11.05-02 Sales and Purchasing Management 11.05-04 Regulations Enforcement, Finance 11.10-01 Contracts and Claims, Procurement Negotiations 11.12-04
Fund Raiser	SALES TECHNOLOGY 08.01 GENERAL SALES 08.02 VENDING 08.03 PROMOTION 11.09
Group Leader	SOCIAL SERVICES 10.01 EDUCATIONAL AND LIBRARY SERVICES 11.02 SERVICES ADMINISTRATION 11.07 Hospitality Services, Social and Recreational Activities 09.01-01 Therapy and Rehabilitation 10.02-02 Specialized Teaching 10.02-03

	Child and Adult Care, Care of Others 10.03-03 Business Management, Recreation and Amusement 11.11-02 Sports, Coaching, Instructing 12.01-01
Health Care Worker	MEDICAL SCIENCES 02.03 NURSING, THERAPY AND SPECIALIZED TEACHING 10.02 CHILD AND ADULT CARE 10.03 Laboratory Technology, Life Sciences 02.04-02 Craft Technology, Medical Equipment Fabrication and Repair 05.05-11 Vehicle Operation, Medical Services Driver 05.08-03 Oral Communications, Hospital Registration 07.04-03 Records Processing, Medical Records 07.05-03 Sales Technology, Sales Representative, Medical Equipment and Supplies 08.01-01 General Sales, Retail, Medical Aid Items 08.02-02 Services Administration, Health and Safety Services 11.07-02 Regulations Enforcement, Health and Safety 11.10-03
Home Maintenance Technician	CRAFT TECHNOLOGY 05.05 CRAFTS 05.10 ELEMENTAL MECHANICAL WORK 05.12 Managerial Work: Mechanical, Maintenance and Construction 05.02-02 Managerial Work: Mechanical Services 05.02-06 Engineering Technology, Expediting and Coordinating 05.03-03 Engineering Technology, Industrial and Safety 05.03-06 Systems Operation, Stationary Engineer 05.06-02 Quality Control, Structural, Inspector 05.07-01 Equipment Operation, Construction 05.11-01 Production Work, Precision Handwork 06.01-03 Production Work, Manual, Small Parts Assembly 06.02-23

	Production Work, Manual, Textile, Fabric and Leather 06.02-27 Business Management, Lodging 11.11-01
Home Planner and Designer	Visual Arts, Commercial 01.02-03 Engineering, Design 05.01-07 Managerial Work, Mechanical Services 05.02-06 Engineering Technology, Drafting 05.03-02 Engineering Technology, Expediting and Coordinating 05.03-03 Craft Technology, Painting, Plastering and Paperhanging 05.05-04 Craft Technology, Custom Sewing, Tailoring and Upholstering 05.05-15 General Sales, Real Estate 08.02-04 Business Administration, Sales and Purchasing Management 11.05-04 Regulations Enforcement, Health and Safety 11.10-03 Contracts and Claims, Claims Settlement 11.12-01
Horticulturist/Floral Designer	PLANTS AND ANIMALS, MANAGERIAL WORK 03.01 PLANTS AND ANIMALS, GENERAL SUPERVISION 03.02 PLANTS AND ANIMALS, ELEMENTAL WORK 03.04 Visual Arts, Commercial, Floral Design 01.02-03 Life Sciences, Plant Specialization 02.02-02 Life Sciences, Plant and Animal Specialization 02.02-03 Engineering, Design, Landscape Design 05.01-07 Sales Technology, Purchasing and Sales, Horticultural Product Buyer 08.01-03 General Sales, Wholesale, Floral and Garden Equipment and Supplies 08.02-01 General Sales, Retail, Plants, Flowers, and Agricultural Products 08.02-02 Education, Agriculture and Extension Service 11.02-03 Regulations Enforcement, Health and Safety, Agricultural Products 11.10-03
Human Resources Specialist	ADMINISTRATIVE DETAIL 07.01 SOCIAL RESEARCH 11.03 SERVICES ADMINISTRATION 11.07

	Oral Communications, Interviewing 07.04-01 Business Administration, Personnel Administration Specialization 11.05-02 Regulations Enforcement, Individual Rights 11.10-02
Library Assistant	MATERIALS CONTROL 05.09 RECORDS PROCESSING 07.05 CLERICAL HANDLING 07.07 Craft Technology, Audiovisual Equipment Operator-Repairer 05.05-10 Craft Technology, Bookbinding 05.05-15 Elemental Work, Mechanical: Book Repairing 05.12-19 Educational and Library Services, Library Services 11.02-04 Law, Abstracting and Document Preparation 11.04-03 Services Administration, Recreational, Library Administration 11.07-04
Museum Assistant	Visual Arts, Instructing and Appraising 01.02-01 Craft Arts, Museum Technician 01.06-02 Craft Technology, Audiovisual Equipment Operator-Repairer 05.05-10 General Sales, Retail, Art 08.02-02 Hospitality Services, Guide Services 09.01-02 Education, Teaching and Instruction, General 11.02-01 Social Research, Historical 11.03-03 Services Administration, Recreational, Museum Administration 11.07-04
Performing Arts Specialist	PERFORMING ARTS, DRAMA 01.03 PERFORMING ARTS, MUSIC 01.04 PERFORMING ARTS, DANCE 01.05 Elemental Arts, Announcing 01.07-02 Craft Technology, Musical Instrument Fabrication and Repair 05.05-12 General Sales, Wholesale, Musical Instruments and Accessories 08.02-01 General Sales, Retail, Musical Instruments and Accessories 08.02-02 Hospitality Services, Social and Recreational 09.01-01

	Communications, Writing and Broadcasting 11.08-03 Business Management, Recreational, Performing Arts 11.11-02 Contracts and Claims, Booking 11.12-03
Problem Analyst/Researcher	PHYSICAL SCIENCES 02.01 LIFE SCIENCES 02.02 MEDICAL SCIENCES 02.03 LABORATORY TECHNOLOGY 02.04 ENGINEERING 05.01 SOCIAL RESEARCH 11.03 Administrative Detail, Investigating 07.01-06 Mathematical Detail, Statistical Reporting and Analysis 07.02-03 Mathematics and Statistics, Data Analyses 11.01-02 Law, Legal Practice, Legal Investigator 11.04-02 Communications, Writing, Research Worker 11.08-02
Public Relations/Communications Worker	LITERARY ARTS 01.01 COMMUNICATION 11.08 PROMOTION 11.09 Visual Arts, Commercial Art, Advertising 01.02-03 Managerial Work: Mechanical, Communications 05.02-04 Engineering Technology, Electrical-Electronic 05.03-05 Sales Technology, Intangible Sales, Advertising 08.01-02 Contracts and Claims, Booking 11.12-03
Recreation Worker	SPORTS 12.01 General Sales, Retail, Sports Equipment 08.02-02 Hospitality Services, Social and Recreational Activities 09.01-01 Nursing and Therapy, Therapy and Rehabilitation 10.02-02 Services Administration, Recreational Services 11.07-04 Business Management, Recreation and Amusement 11.11-02

Sales Worker/Organizer	MATHEMATICAL DETAIL 07.02 FINANCIAL DETAIL 07.03 SALES TECHNOLOGY 08.01 GENERAL SALES 08.02 VENDING 08.03 Visual Arts, Commercial, Merchandise Display 01.02-03 Engineering, Sales Engineering 05.01-05 Materials Control, Shipping, Receiving and Stocking 05.09-01 Administrative Detail, Interviewing 07.01-01 Administrative Detail, Financial Work 07.01-04 Oral Communications, Order, Complaint, and Claims Handling 07.04-02 Customer Services, Sales Services 09.04-02 Business Administration, Sales and Purchasing Management 11.05-04 Finance, Risk and Profit Analysis 11.06-03 Finance, Brokering 11.06-04 Promotion, Sales 11.09-01 Business Management, Wholesale-Retail 11.11-05
Teacher/Trainer	EDUCATIONAL AND LIBRARY SERVICES 11.02 Visual Arts, Instructing 01.02-01 Performing Arts: Drama, Instructing 01.03-01 Performing Arts: Music, Instructing 01.04-01 Performing Arts: Dance, Instructing 01.05-01 Production Technology, Instruction 06.01-01 Sales Technology, Intangible Sales 08.01-02 General Sales, Demonstrating 08.02-05 Hospitality Services, Guide Services 09.01-02 Passenger Services, Instruction 09.03-03 Nursing and Therapy, Specialized Teaching 10.02-03 Services Administration, Education 11.07-03 Promotion, Sales 11.09-01 Sports, Coaching and Instruction 12.01-01
Transportation Specialist	LAND AND WATER VEHICLE OPERATION 05.08 PASSENGER SERVICES 09.03 Engineering Technology, Expediting and Coordinating 05.03-03

Craft Technology, Mechanical Work, Automotive 05.05-09

Quality Control, Mechanical, Automotive 05.07-02

Crafts, Mechanical, Automotive 05.10-02

Oral Communications, Information Transmitting and Receiving 07.04-05

Records Processing, Coordinating and Scheduling 07.05-01

Sales Technology, Intangible Sales, Traffic Agent or Shipping Service 08.01-01

General Sales, Retail, Automobiles 08.02-02

General Sales, Services, Transportation or Travel 08.02-06

General Sales, Driving-Selling 08.02-07

Customer Services, Sales Services, Automobiles 09.04-02

Regulations Enforcement, Health and Safety, Motor Vehicles and Drivers 11.10-02

Regulations Enforcement, Company Policy, Motor Transportation 11.10-05

Business Management, Transportation, Motor Vehicles 11.11-03

Contracts and Claims, Claims Settlement, Motor Vehicle 11.12-01

APPENDIX D

THE HAVE SKILLS JOB EXPLORATION TABLE

THE HAVE SKILLS JOB EXPLORATION TABLE

	Work Group	Related Section(s) in Occupational Outlook Handbook	Representative Jobs
01.01	Literary Arts	-	Creative Writers Film/Publication Editors
01.02	Visual Arts	Design Occupations	Architects Display Workers Floral Designers Industrial Designers Interior Decorators/Designers Landscape Architects Photographers Technical Illustrators
01.03	Performing Arts: Drama	Performing Artists	Actresses Radio/TV Announcers
01.04	Performing Arts: Music		Musicians Singers
01.05	Performing Arts: Dance		Dancers
01.06	Craft Arts	-	Jewelers Lithographic Artists Model Makers Photoengravers
01.07	Elemental Arts	-	Amusement Park Entertainers
01.08	Modeling	-	Models
02.01	Physical Sciences	Physical Scientists Environmental Sciences	Astronomers Chemists Geologists Oceanographers Physicists
02.02	Life Sciences	Life Science Occupations	Biochemists Food Technologists Life Scientists Soil Scientists

	Work Group	Related Section(s) in Occupational Outlook Handbook	Representative Jobs
02.03	Medical Sciences	Medical Practitioners Dental Occupations	Chiropractors Dentists Optometrists Osteopathic Physicians Physicians Podiatrists Veterinarians
02.04	Laboratory Technology	-	Medical Laboratory Workers Pharmacists
03.01	Managerial Work: Plants and Animals	Agriculture Conservation Occupations	Farmer Managers Foresters Range Managers Soil Conservationists
03.02	Supervisory Work: Plants and Animals	Agriculture	Forestry Technicians
03.03	Animal Training and Services	-	Animal Trainers Animal Caretakers
03.04	Elemental Work: Plants and Animals	Agriculture	Farm Laborers
04.01	Safety and Law Enforcement	Protective and Related Occupations	Construction Inspectors Occupational Safety and Health Workers State Police Officers
04.02	Security Services	Protective and Related Occupations	Correction Officers Firefighters Guards Police Officers

	Work Group	Related Section(s) in Occupational Outlook Handbook	Representative Jobs
05.01	Engineering	Engineers	Aerospace Engineers Agricultural Engineers Biomedical Engineers Ceramic Engineers Chemical Engineers Civil Engineers Electrical Engineers Engineering and Science Technicians Industrial Engineers Mechanical Engineers Metallurgical Engineers Mining Engineers Petroleum Engineers
05.02	Mechanical Work: Managerial	-	Radio/TV Broadcast Technical Directors
05.03	Engineering Technology	-	Drafters Surveyors
05.04	Air and Water Vehicle Operation	Air Transportation Occupations Merchant Marine Occupations Civil Aviation	Airplane Pilots
05.05	Craft Technology	Mechanical and Repairers Construction Occupations	Automobile Mechanics Business Machine Repairers Carpenters Cooks and Chefs Computer Services Technicians Dental Laboratory Technicians Dietitians Dispensing Opticians Electricians Furniture Upholsterers Ophthalmic Laboratory Technicians Painters and Paperhangers Plumbers Sheet-Metal Workers Telephone Graft Workers Tile Setters Welders

	Work Group	Related Section(s) in Occupational Outlook Handbook	Representative Jobs
05.06	Systems Operation	-	Stationary Engineers Wastewater Treatment Plant Operators
05.07	Quality Control: Mechanical	-	Automobile Inspection Tester
05.08	Land and Water Vehicle Operation	Railroad Occupations Driving Occupations Railroads Trucking	Bus Drivers Locomotive Engineers Taxi Drivers Truck Drivers
05.09	Materials Control	-	Materials Handlers
05.10	Crafts	-	Appliance Repairers Floor-Covering Installers Insulation Workers Pest Controllers Photographic Laboratory Workers Radio/TV Service Technicians
05.11	Equipment Operation	-	Operating Engineers Power Truck Operators
05.12	Elemental Work: Mechanical	-	Building Custodians
06.01	Production Technology	Manufacturing Industrial Production	Assemblers Blue Collar Supervisors Inspectors Machinists
06.02	Production Work		
06.03	Quality Control: Industrial		
06.04	Elemental Work: Industrial		

	Work Group	Related Section(s) in Occupational Outlook Handbook	Representative Jobs
07.01	Administrative Detail	Clerical Occupations	Collection Workers Secretaries
07.02	Mathematical Detail	Clerical Occupations	Bookkeepers Statistical Clerks
07.03	Financial Detail	Banking Occupations Clerical Occupations	Bank Tellers Cashiers
07.04	Oral Communications	Clerical Occupations	Hotel Front Office Clerks Receptionists Telephone Operators
07.05	Records Processing	-	Airlines Reservations Workers Medical Record Technicians
07.06	Clerical Machine Operators	Clerical Occupations Computers and Related Occupations	Computer Operators Office Machine Operators Typists
07.07	Clerical Handling	Clerical Occupations	File Clerks Postal Clerks Shipping and Receiving Clerks
08.01	Sales Technology	Sales Occupations Wholesale and Retail Trade	Automobile Sales Workers Insurance Agents Manufacturer's Sales Workers Real Estate Agents Retail Trade Sales Workers Securities Sales Workers Travel Agents Wholesale Trade Sales Workers
08.02	General Sales		
08.03	Vending		
09.01	Hospitality Services	Service Industries	Hotel Managers/Assistants
09.02	Barber and Beauty Services	Personal Services	Barbers Cosmetologists
09.03	Passenger Services	-	Airline Flight Attendants Railroad Conductors

	Work Group	Related Section(s) in Occupational Outlook Handbook	Representative Jobs
09.04	Customer Services	Food Services	Bartenders Food Counter Workers Waitresses
09.05	Attendant Services	-	Bellhops Parking Attendants
10.01	Humanitarian Services	Social Service Occupations	Career Planning Counselors Clergy Employment Counselors Rehabilitation Counselors Social Workers/Aides
10.02	Nursing and Therapy	Health Occupations	Dental Hygienists/Assistants Electrocardiograph Technicians Electroencephalograph Technicians Emergency Medical Workers Homemaker/Home Health Aides Licensed Practical Nurses Occupational Therapists Operating Room Assistants Optometric Assistants Physical Therapists Radiologic Technologists Registered Nurses Respiratory Therapy Workers Speech Therapists
10.03	Adult and Child Care		
11.01	Mathematics and Statistics	Computer Occupations Insurance Occupations Mathematics Occupations	Actuaries Computer Programmers Mathematicians Statisticians Systems Analysts
11.02	Educational and Library Services	Teaching Occupations Library Occupations	College Faculty Cooperative Extension Service Workers Elementary School teachers Librarians Library Technicians/Assistants Secondary School teachers Teacher Aides

	Work Group	Related Section(s) in Occupational Outlook Handbook	Representative Jobs
11.03	Social Research	Social Sciences	Anthropologists Economists Geographers Historians Marketing Research Workers Political Scientists Psychologists Sociologists
11.04	Law	-	Arbitrators Lawyers Paralegal Assistants
11.05	Business Administration	Administrative Occupations	Buyers City Managers Personnel and Labor Relations Workers
11.06	Finance	-	Accountants Bank Officers and Managers Credit Managers Insurance Underwriters
11.07	Services Administration	-	Health Services Administrators Medical Record Administrators Museum Curators Recreation Supervisors
11.08	Communications	Communications Occupations	Newspaper Reporters Technical Writers Translators/Interpreters
11.09	Promotion	Communications Occupations	Advertising Copywriters Fund Raisers Lobbyists Public Relations Workers
11.10	Regulations Enforcement	-	Health and Regulatory Inspectors
11.11	Business Management	-	Hotel Managers Retail Food Store Managers Restaurant Managers
11.12	Contracts and Claims	-	Insurance Claims Adjusters Purchasing Agents

Work Group	Related Section(s) in Occupational Outlook Handbook	Representative Jobs
12.01 Sports	-	Coaches Professional Athletes
12.02 Physical Feats		Stunt Performers Umpires/Officials